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ABSTRACT

The project, conducted in five Alabama counties, was concerned with identifying and recruiting nonreading young adults and providing home-based instruction to those who could not attend adult basic education classes. Paraprofessionals and volunteers were recruited and trained in order to meet this objective. As of May 31, 1975, over 40 community agencies had provided home-based instruction, with free materials and at least one hour of instruction per week, for 259 learners at a cost of $356.06 per person. Background information on the locale, school systems, and special factors of the five counties (Montgomery, Macon, Russell, Jefferson, and Tuscaloose) are given. The following program elements are described: participant characteristics, objectives, personnel, organization details, activities and services, instructional equipment and materials, information dissemination, community development, and budget. The third party evaluation involved two aspects: (1) a process evaluation utilizing planning and process evaluation worksheets to evaluate the program's functions, and (2) a product evaluation surveying participant reactions in relationship to the program's 12 objectives. Tables supplement the discussions. Nineteen appendixes, one-half of the document, present project-related materials including: a university workshop and inservice programs, publicity materials, case studies, evaluation instrument, progress reports, forms, sample materials, and correspondence. (Author/EC)

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FINAL REPORT

SPECIAL 309(B) PROJECT

PROJECT NO. V0091VA

GRANT NO. OEG-0-74-1762

COORDINATING RIGHT TO READ WITH ADULT BASIC EDUCATION

THE RIGHT TO READ

TARGET FOR THE 70's

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U.S. Department of Health,
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July 1975

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Montgomery, Alabama

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Montgomery, Alabama

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PREFACE

The Adult Basic Education Program in Alabama has dedicated itself to providing quality education for uneducated adults. It is our belief that the program must be based upon the needs of the learners and it must be made convenient for them.

The goal of the national Right to Read Program states, "By 1980 ninety-nine percent of the people in the United States 16 years old and older and ninety percent of the people under 16 will be functionally literate."

The Right to Read for Adults Project has made an effort to promote both of these concepts. The project has proven that the most successful way to teach the non-reader is to carry the program to him. Due to the present funding level, home-based instruction cannot be accomplished without using indigenous paraprofessionals and volunteers.

The project has demonstrated that with proper training and supervision, paraprofessionals and volunteers can recruit and teach the non-reading adult.

One of the major strengths of the project has been the involvement of more than forty community agencies. If illiteracy is to be eradicated, the total community must be involved.

The project has enhanced the regular Adult Basic Education Program in the nine project systems. The project staff has helped with teacher training and recruitment. Due to these efforts, Level I enrollment has increased.

The project could not have been successful without the cooperation of the Superintendents of Education and the Adult Basic Education teachers and supervisors in these project systems. We are grateful to them for their cooperation and support.

Norman O. Parker
State Coordinator
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State Department of Education
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Mr. Norman O. Parker, State Coordinator of Adult Basic Education, who served as a special consultant throughout the project.

Dr. John Shelton, State Right to Read Director, who aided in coordination of the State Right to Read Program and this Special 309(b) Project.

Dr. Harry E. Frank, Jr., Associate Professor, Department of Vocational and Adult Education, Auburn University, who served as a special consultant during the project and also provided valuable assistance to the evaluators.

Mr. James McMath, Research Assistant, who collected much of the demographic data for evaluation purposes.

Ms. Flossi Sergen, who typed the Final Report.

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ABSTRACT

This Special 309(b) Project, "Coordinating Right to Read with Adult Basic Education" was funded for the year July 1, 1974 to June 30, 1975, and functioned in five counties in Alabama during the year. They were Montgomery, Macon, Russell, Jefferson, and Tuscaloosa counties.

Alabama officially began its Right to Read program on July 1, 1973, and was the only one of 20 participating states to complete the training of its reading directors and begin an operation program for the 1973-74 school year.

The Adult Basic Education Program has found that the less education the adult has, the more difficult it is to recruit him into the program. Therefore, it became imperative to reach these illiterate hard-core disadvantaged adults by taking the Right to Read program to them in a very personal way.

Identification and recruitment of the nonreading, young adult was the first priority of this project. Home-based instruction was provided to those identified who could not or would not attend organized Adult Basic Education classes. Paraprofessionals and volunteers were recruited and trained in order to accomplish this goal.

Program related activities were in homes and communities throughout the five Alabama counties involved in the project. Personalized instruction was provided by paraprofessionals and volunteers in the home of learners being served by the project. Recruitment efforts involved

several communities located within the coverage area. Door-to-door recruitment was done in several areas.

Home-based instruction actually began in October in some homes, three months ahead of schedule. Home-based learners were provided with free materials and the instructor provided at least one hour per week of instruction to each learner. Both volunteers and paraprofessionals provided this home-based instruction to a total of 259 learners, as of May 31, 1975.

The state and area supervisors previewed a large variety of basic reading materials on the market. The New Streamlined English Series was selected for the project. The material was adult-oriented, began at zero level, provided immediate reading in the form of a story, and was within designated cost range. Other materials selected for use were the GIFT Books, APL Modules, and News for You.

The modules developed by Auburn University, based on the APL Study, were thoroughly reviewed by the staff. A presentation on teaching reading by using these modules was included in the two-week workshop. Many modules were developed and adapted to project learners, presented to the paraprofessionals, and used to teach reading.

A learning plan was developed for each learner based upon his/her objectives for learning, and a continuous inservice training program was carried out for those involved in the project. Outside consultants were utilized throughout the project.

The Volunteer Handbook, which the state supervisor had written while working with the Huntsville Adult Education program, was adapted for the project. Each participant was given a copy and received intensive training.

At mid-year of the project, a brochure was designed and disseminated throughout local communities. This brochure was designed to explain the project and project results to interested persons and community agencies.

Dissemination of the booklet, "Recruitment and Retention of the Adult Learner," was one of the objectives of this project. The state supervisor has compiled information from the project and prepared such for dissemination. Nearly 1,000 copies have been distributed so far.

A total of $92,220.00 for 259 learners was expended by the project, for an average of $356.06 per person. This included $75,000.00 Special 309(b) funds.

The entire professional staff, and many of the paraprofessionals and volunteers are already involved with the State Adult Education Department in an expanded version of this project.

I. INTRODUCTION

Purpose

This Special 309(b) Project, "Coordinating Right to Read with Adult Basic Education" was funded for the year July 1, 1974 to June 30, 1975, and functioned in five counties in Alabama during the year. They were Montgomery, Macon, Russell, Jefferson, and Tuscaloosa counties.

Identification and recruitment of the nonreading, young adult was the first priority of this project. Home-based instruction was provided to those identified who could not or would not attend organized Adult Basic Education classes. Paraprofessionals and volunteers were recruited and trained in order to accomplish this goal.

Methodology

This final evaluation of the Adult Basic Education - Right to Read Project attempts to illustrate how the project was organized and how it operated in efforts to achieve the stated objectives of the project as spelled out in the proposal.

The evaluators visited in each of the ten involved school systems at least once during the year for program observation and review and consultation with the project staff. The publication, "Preparing Evaluation Reports, A Guide for Authors," U.S. Department of Health, Education, and Welfare, U.S. Office of Education; was used as the primary guide for conducting the evaluation.

The Project Director, Mrs. Bobbie Walden, and her staff furnished the evaluators with data for the process evaluation phase of the entire evaluation. Demographic data from the 1970 U.S. Census were used in the context section of the evaluation.

This final evaluation consists of five major parts: (1) Introduction, (2) Context, (3) Program Description, (4) Evaluation, and (5) Recommendations.

II. THE CONTEXT

The Locale

The five Alabama counties selected for the Right to Read Project have diversified locale factors. Jefferson County contains Birmingham, the largest metropolitian area in the state. Macon County is the home of Tuskegee Institute, a noted black educational facility. The state capital is in Montgomery County. Russell County is adjacent to Columbus, Georgia, one of the larger cities in that state. The University of Alabama is located in Tuscaloosa County. The counties selected also represent areas in which:

--the number of persons over 25 years with less than the equivalent of five years of formal schooling reach as high as 20.2 percent

--the median years of school completed for persons 25 years of age or older is as low as 9.9 percent

--as many as 37.4 percent of the white families and 52.9 percent of the black families have incomes less than poverty level

Jefferson County, located just north of the geographic center of the state, is the fifth largest county in land area in the state. Birmingham, the county seat, is the largest city in the state, with a population of 300,910. Birmingham is served by a large municipal airport with over 100 scheduled daily flights, two interstate bus systems, eight railways, over 100 motor freight line terminals, and AMTRAK passenger service. Additionally, Jefferson County is served by four interstate highways, four U.S. highways and numerous state and county highways, as well as by the inland water docks and transportation system of the Black Warrior River. Major sources of employment for the work force of Jefferson County are in the areas of manufacturing, wholesale and retail trade, service industries, and government. Additional areas of employment in Jefferson County are mining and quarrying, construction, transportation, communications, public utilities, finance, insurance, real estate, and agriculture. While one of the leading transportation centers in the south, Birmingham is primarily a city of diversified manufacturing with over 3,300 products labeled "Made in Birmingham."

Tuscaloosa County, the second largest county in the state in land area, is located adjacent to and southwest of Jefferson County. Tuscaloosa, the county seat, is the fifth largest city in the state, with a population of 65,773. Tuscaloosa is served by an airport, two air lines, 17 motor freight lines, three bus lines, three railways, three U.S. highways, numerous state and county highways, as well as the Alabama state dock system. The inland docks located on the Black Warrior River are used mostly to ship grain. Major sources of employment for Tuscaloosa County are in the areas of government, manufacturing, and wholesale and retail trade. Additional areas of employment are mining and quarrying, construction, transportation, utilities, communications, finance, insurance, real estage, service industries, and agriculture.

Montgomery County, the center of state government, is located just southeast of the geographic center of the state. The city of Montgomery is the county seat as well as the capital of Alabama. With a population of 133,386, it is the fourth largest city in Alabama. Montgomery is served by three airlines, five major railroads, 48 metro freight lines, three bus lines, five U.S. highways, two interstate highways, and numerous state and county highways. Major sources of employment for the work force of Montgomery County are in the areas of government, wholesale and retail trade, service industries and manufacturing. Additional areas of employment are construction, transportation, utilities, communications, finance, insurance, real estate, and agriculture.

Russell County is located due east of Montgomery and borders the neighboring state of Georgia. The county seat, Phenix City, is located in the northeast corner of Russell County across the Chattahoochee River from Columbus, one of the larger cities in Georgia. The Phenix City/Columbus area is served by a municipal airport with three airlines and 21 daily flights, 39 motor freight lines, railways and barge lines. Additionally, Russell County is served by two U.S. highways and numerous state and county roads. Major areas of employment in Russell County are manufacturing, government, and wholesale and retail trade. Other areas of employment are service industries, construction, finance, insurance, real estate, transportation, agriculture, communications, and utilities. Many people in Russell County are employed in neighboring Georgia.

Macon County is located due east of Montgomery and is between and adjacent to Montgomery and Russell Counties. Tuskegee, the county seat, is the largest city in Macon County and the home of Tuskegee Institute. Tuskegee is a gradually growing college community in a rapidly declining agricultural county. The Veterans Administration Hospital and Tuskegee Institute have replaced agriculture as the County's largest employment source. The city of Tuskegee is served by two U.S. highways and is located four miles from Interstate Highway I-85. Five truck firms serve the city but none are headquartered in Tuskegee. One bus line has 13 scheduled daily departures. The nearest commercial airport is located in Montgomery, some 43 miles away. Only two manufacturing firms of significance exist in

Macon County, one in Tuskegee employing 185 persons and one employing 59 people in the only other incorporated city in the county--Notasulga, with a population of 833. The presence of Tuskegee Institute in Macon County tends to provide a dichotomy in demographic data. The county population includes the institute's faculty, staff, and student body (approximately 300 faculty, 900 staff, and 3,000 students). This group is atypical when compared to the balance of the county population.

A comparision of populations of the Project counties indicates that only Macon County has more than half the population categorized as rural (55.6%). Only one other Project county, Russell (44.3%), exceeds the state percentage of rural population (41.5%). The other three counties are predominantly urban, with Jefferson County having only 11.7 percent classified as rural (Table 1). Population trends show a decline for three of the counties, a slight increase for one county, and an increase factor greater than the state average for one county (Table 1). Macon County shows the largest percentage decrease, (7.1%) reflecting a declining farm population.

TABLE 1

LAND AREA AND POPULATION CHARACTERISTICS OF SELECTED ALABAMA COUNTIES

County	Area	Population			
	Square Miles	Total 1970	Percent Change Since 1960	Percent Urban	Percent Rural
State	50,708	3,444,165	+5.4	58.4	41.6
Jefferson County	1,115	644,991	+1.6	88.5	11.5
Macon County	616	24,841	-7.1	44.4	55.6
Montgomery County	790	167,790	-0.8	82.8	17.2
Russell County	627	45,394	-2.1	55.7	44.3
Tuscaloosa County	1,333	116,029	+6.4	74.0	26.0

Source: U.S. Department of Commerce, Bureau of the Census, U.S. Census of Population: 1970.

The non-white population throughout the state, including the Project counties, is predominately black. Only one Project county, Macon, shows a majority non-white population, although Russell County has a racial population approaching 50 percent. Tuscaloosa County has a higher white ratio than the state average. Racial characteristics of the Project counties are shown in Table 2.

TABLE 2

POPULATION OF SELECTED COUNTIES
BY WHITE AND NON-WHITE

County	White		Non-White	
	Number	Percentage	Number	Percentage
State	2,533,831	73.6	910,334	26.4
Jefferson County	437,433	67.8	207,558	32.2
Macon County	4,545	18.3	20,296	81.7
Montgomery County	106,670	63.6	61,120	36.4
Russell County	24,599	54.2	20,296	45.8
Tuscaloosa County	87,891	75.7	28,138	24.3

Source: U.S. Department of Commerce, Bureau of the Census, U.S. Census of Population: 1970.

Economic characteristics of the Project counties vary widely. Per capita income of two counties, Jefferson and Montgomery, exceeds the state average. As previously noted, major metropolitan areas are located in these two counties; Birmingham in Jefferson County and the city of Montgomery in Montgomery County. Both counties have relatively small rural populations.

As a state pattern, shown in Table 3, the percentage of black families exceeds white families below poverty level by more than two to one.

Macon County is an exception, as a result of the large number of blacks associated with Tuskegee Institute. In every other Project county the per capita income of the black population is about half that of the white population.

TABLE 3

ECONOMIC CHARACTERISTICS OF SELECTED COUNTIES

County	Per Capita Income		Number/Percentage of Families With Income Less Than Poverty Level	
	Total	Black Pop.	Total	Black Pop.
State	$2,332	$1,157	180,666 20.7%	86,821 46.7%
Jefferson County	$2,848	$1,502	24,273 14.5%	15,561 34.1%
Macon County	$1,687	$1,533	1,896 37.4%	1,691 42.9%
Montgomery County	$2,670	$1,188	7,755 18.7%	5,831 45.7%
Russell County	$1,840	$ 974	3,155 28.2%	2,222 52.9%
Tuscaloosa County	$2,253	$1,082	5,286 19.9%	2,727 48.8%

Source: U.S. Department of Commerce, Bureau of the Census, U.S. Census of Population: 1970.

Sources of income in the Project counties are reflected in Table 4. It is noted that the counties with the heavier construction and manufacturing--Jefferson, Montgomery and Tuscaloosa--are also those with the relatively high per capita income. Although Russell County also shows a relatively large number of persons in manufacturing, the majority of the plants where they are employed are in adjacent Columbus, Georgia.

TABLE 4

TOTAL PERSONS EMPLOYED, 16 YEARS OLD AND OVER, BY MAJOR INDUSTRY GROUPS

	State	Jefferson County	Macon County	Montgomery County	Russell County	Tuscaloosa County
Agriculture, Forestry and Fisheries	46,299	1,529	292	1,268	479	405
Mining	8,843	3,145	17	122	44	410
Construction	82,076	12,742	563	4,453	1,304	2,516
Manufacturing	341,575	57,289	896	7,088	5,530	8,672
Transportation, Communications, and Utilities	79,469	19,146	246	4,000	834	1,789
Wholesale Trade	48,466	15,998	76	3,469	417	1,057
Retail Trade	197,965	37,860	690	10,356	2,401	6,137
Finance, Insurance, and Real Estate	43,817	14,181	124	3,448	543	1,355
Services	364,805	75,963	4,215	26,930	4,399	16,973
TOTAL	1,193,315	237,843	7,119	61,134	15,951	39,314

The School System

School systems in the five Project counties show a rather large degree of difference in some of the educational data. For example, the median years of school for all males in Montgomery County is 12.2 years and that of black males in Russell County is 5.6 years. The educational structure also varies from consolidated county schools to a separate city and county school system.

Jefferson County has a total of 184,294 persons, three to 34 years of age, enrolled in the school system. The structure of the school system in that county is that of separate county and city systems, one county and a total of seven city systems. All systems combined contain a total of 40 high schools, 25 secondary area vocational schools and 145 elementary/junior high schools. Of these 19 high schools, 21 secondary area vocational schools, and 36 elementary schools are contained in the County System; the remainder in the city systems. Of the city systems, Birmingham is by far the largest with 13 high schools, three secondary area vocational schools and 75 elementary schools. Macon County schools are consolidated with four high schools containing grades one through twelve and four elementary/junior high schools which contain grades one through eight. There is a total of 5,666 students enrolled in the eight schools. Montgomery County has a consolidated school system containing five high schools, two secondary area vocational schools and 41 elementary/junior high schools. Russell County has both a county and a city school system. The county school system contains three high schools, one secondary area vocational school and four elementary/junior high schools. The Phenix City system contains two high schools and eight elementary/mid schools. Tuscaloosa County has a total of four high schools, two secondary area vocational schools, and 34 elementary/junior high schools, about equally divided between a county school system and the school system of the city of Tuscaloosa.

Table 5 indicates the total number of persons, three to 34 years of age enrolled in the school systems of the Project counties and in the state.

Numbers of enrollees generally follow the population of the counties, except for the numbers enrolled in college in Macon and Tuscaloosa Counties. Both of these counties contain institutions of high learning--the Univeristy of Alabama in Tuscaloosa County and Tuskegee Institute in Macon County.

TABLE 5

NUMBER OF PERSONS 3-34 YEARS OF AGE ENROLLED IN SCHOOL SYSTEMS

	Nursery School	Kindergarten	Elementary School (1-8)	High School (1-4)	College	Total
State	---	30,489	590,713	243,966	89,111	954,279
Jefferson County	2,323	8,862	108,051	48,349	16,664	184,249
Macon County	92	117	3,844	1,822	2,553	8,428
Montgomery County	716	2,080	30,091	11,934	4,309	49,130
Russell County	8	219	8,700	3,023	215	12,165
Tuscaloosa County	427	857	16,868	7,565	10,598	36,315

Table 6 provides an indication of the percentage of persons in various age groups that are enrolled in the school systems. For purposes of comparison, state percentages are provided. In ages below 18, patterns of enrollment are generally equivalent, within a 10 percent range or less for each age group. In the age groups of 18 and above, significant differences are shown. Again, Macon and Jefferson Counties are atypical.

TABLE 6

PERCENTAGE OF PERSONS IN AGE GROUPS, 3-34 YEARS OLD, ENROLLED IN SCHOOL SYSTEM

County	Age Groups								
	3-4	5-6	7-13	14-15	16-17	18-19	20-21	22-24	25-34
State	-	51.0	95.8	93.7	84.7	54.6	25.9	11.3	4.1
Jefferson	8.2	51.4	94.7	95.9	83.8	46.5	11.1	4.3	2.2
Macon	11.5	50.2	94.5	92.7	84.7	80.3	67.5	34.5	12.2
Montgomery	15.4	59.4	96.4	95.3	84.7	53.7	25.1	13.7	4.4
Russell	2.9	45.7	96.3	91.4	81.1	39.6	7.8	3.6	1.7
Tuscaloosa	15.6	47.8	94.6	90.7	83.9	73.5	61.2	31.5	9.2

The population 25 years of age or older is reflected in Table 7 in terms of percentage of the population that has completed various levels of formal education.

TABLE 7

YEARS OF SCHOOL COMPLETED BY PERCENTAGE OF PERSONS 25 YEARS OLD OR OLDER

County	Total Number of Persons	Less Than 5 Years of Elementary School	5-8 Years of Elementary School	1-3 Years of High School	4 Years of High School	More Than 4 Years of High School
State	1,808,798	10.7	26.1	21.9	25.9	15.3
Jefferson	354,511	8.0	22.0	22.7	28.7	18.6
Macon	12,302	17.3	27.7	16.1	15.7	23.2
Montgomery	87,552	8.3	17.6	19.8	30.2	24.1
Russell	22,668	20.2	30.5	22.2	20.6	6.5
Tuscaloosa	60,030	11.8	22.5	20.9	25.2	19.6

In the category of less than five years of formal education or the equivalent, which is categorized as functional illiterate, three of the five Project counties have percentages which exceed the state average. The other two counties, Jefferson and Montgomery, have less than state average. But these percentages (8.09% for Jefferson and 8.39% for Montgomery) represent more than 28,000 persons in Jefferson County and more than 7,000 persons in Montgomery County.

Table 8 provides an indication of overall population educational attainment by sex and race. As a pattern, females have a somewhat higher median years of school than males. Generally, the black population has a median level of education which is less than the white population by a magnitude of years rather than only fractions of years.

TABLE 8

MEDIAN YEARS OF SCHOOL FOR PERSONS 25 YEARS OLD AND OLDER BY SEX AND TOTAL/NON-WHITE

County	Total		Black	
	Male	Female	Male	Female
State	10.8		8.1	
Jefferson	11.5	11.7	8.5	9.6
Macon	9.4	10.4	8.5	9.4
Montgomery	12.2	12.1	8.2	9.1
Russell	8.8	9.0	5.6	6.5
Tuscaloosa	11.0	11.4	7.6	8.6

Special Factors

It is estimated that in Alabama there are 1,038,000 adults sixteen years and over who have less than an eighth grade education, and of these adults, 638,141 are functional illiterates. The rate of functional illiteracy in Alabama is 17 percent compared to a national rate of 7.8 percent.

During 1974-75, the Adult Basic Education Program in Alabama enrolled more than 26,000 of the eligible persons. Of the functional illiterates, there were 6,546 enrolled, which represents approximately one percent of the total illiterates. Although the Adult Basic Education Program in Alabama is reaching many adults, due to various reasons it is not reaching the hard-core disadvantaged, non-reading adults.

Alabama officially began its Right to Read program on July 1, 1973, and was the only one of 20 participating states to complete the training of its reading directors and begin an operational program for the 1973-74 school year.

The Alabama Right to Read program is proceeding smoothly and has the complete support of the Adult Basic Education Section in the State Department of Education. This project was cooperatively developed to benefit from the mutual support of both programs. This program added a dimension to Right to Read that provided a dramatic thrust toward the elimination of functional illiteracy in Alabama and thus the accomplishment of the national goal of Right to Read.

The Adult basic Education Program has found that the less education the adult has, the more difficult it is to recruit him into the program. Therefore, it became imperative to reach these illiterate hard-core disadvantaged adults by taking the Right to Read program to them in a very personal way.

The program was based on the needs, interests, and abilities of the individual learners. As needs and interests were determined, the paraprofessional with the aid of the district supervisor planned an individual course of study for each adult. The learners who were seeking employment were helped in career decision making, using the model developed by the Huntsville City Board of Education's 309(b) Project in 1973.

It was necessary to secure the cooperation of several agencies at the federal state and local levels to insure success for the Adult Basic Education Right to Read Project. Funds were received from Section 309(b) of Title III of the Adult Education Act and the State Department of Education, Adult Basic Education Section. In addition to these agencies who provided funds, several agencies cooperated in making this program a success.

III. PROGRAM DESCRIPTION

Scope of the Project

The Adult Basic Education - Right to Read Project functioned in five counties in Alabama during the year. They were Montgomery, Macon, Russell, Jefferson, and Tuscaloosa. Identification and recruitment of the non-reading, young adult was the first priority of this project. Home-based instruction was provided to those identified who could not or would not attend organized Adult Basic Education classes. Paraprofessionals and volunteers were recruited and trained in order to accomplish this goal.

Adult Basic Education - Right to Read Data

The following charts and/or tables illustrate the number, kinds and characteristics of adult learners who participated in the Adult Basic Education - Right to Read Project during July 1, 1974 through June 30, 1975. Also depicted in chart and/or table form are data relative to project personnel activities.

Table 9 is a listing of how participants learned about the project. As would have been expected from non-readers, there were no adults recruited as a result of printed materials. The vast majority of adults were enrolled through some type of personal contact.

TABLE 9

HOW PARTICIPANTS LEARNED ABOUT THE ADULT BASIC EDUCATION RIGHT TO READ PROJECT

	Number
Professional Staff	44
Paraprofessionals	86
Volunteer Recruiters	46
Radio	6
Television	13
Newspaper	13
Friend or Neighbor	13
Family	3
Printed Announcement (pamphlet, poster, billboard, etc.)	0
Agency Referral	31
Heard through Tarrant Learning Center	4

Total number of adults enrolled in each program of the Adult Basic Education Right to Read Project, shown by sex and race, are listed in Table 10. Nearly half the enrollees were black females.

TABLE 10

TOTAL ENROLLEES IN EACH ADULT BASIC EDUCATION RIGHT TO READ PROGRAM BY SEX AND RACE

Program	Sex	Race		
		White	Black	Other
Tuscaloosa	Male	3	4	
	Female	2	25	
Birmingham	Male	10	10	
	Female	9	37	2
Montgomery	Male	1	18	
	Female	1	21	1
Phenix City	Male	1	17	
	Female	0	27	1
Tuskegee	Male	0	25	
	Female	0	44	
TOTAL	Male	15	74	0
	Female	12	154	4

In Table 11, the enrollees in each program are shown by age group and sex. Nearly twice as many females than males were enrolled. In keeping with the objectives of the project, more than half the enrollees were under 35 years of age.

TABLE 11

NUMBER ENROLLED IN EACH ADULT BASIC EDUCATION
RIGHT TO READ PROGRAM BY AGE GROUP AND SEX

Age Group	Tuscaloosa		Birmingham		Montgomery		Phenix City		Tuskegee		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
Under 18	0	0	1	1	0	0	0	0	0	0	1	1
18-24	1	2	6	0	9	10	11	16	14	20	41	48
25-34	2	3	3	8	3	6	4	3	6	17	18	37
35-44	2	4	3	3	4	3	1	2	2	2	12	14
45-54	2	3	0	9	2	1	0	0	2	1	6	14
55-64	0	5	4	9	0	3	0	7	1	2	5	26
65-Over	0	10	3	18	1	0	2	0	0	2	6	30

Table 12 shows the marital status of enrollees by race and sex. The largest category of enrollees was black married females, then black single females, black married males, and black single males.

TABLE 12

MARITAL STATUS OF ENROLLEES IN ADULT BASIC EDUCATION
RIGHT TO READ PROGRAM BY RACE AND SEX

Marital Status	White		Black		Other	
	Male	Female	Male	Female	Male	Female
Married	6	5	30	52	-	3
Single	9	3	28	43	-	-
Widowed	0	2	3	19	-	-
Divorced	0	1	4	21	-	-
Separated	0	1	9	19	-	1

As shown in Table 13, 83 enrollees had no children, while 46 had five or more children.

TABLE 13

NUMBER OF CHILDREN OF ADULT BASIC EDUCATION RIGHT TO READ ENROLLEES BY RACE

Number of Children	Number of Enrollees		
	White	Black	Other
0	15	68	
1	3	14	1
2	4	43	2
3	2	36	1
4	1	23	
5-7	2	31	
8 or more		13	

Few of these children were of school age, however, as shown in Table 14. There were 134 enrollees who had no children in school.

TABLE 14

NUMBER OF ADULT BASIC EDUCATION RIGHT TO READ ENROLLEES WITH CHILDREN IN SCHOOL BY RACE

Number of Children in School	Number of Enrollees		
	White	Black	Other
0	22	112	-
1	-	10	1
2	2	36	2
3	2	32	1
4	-	12	-
5-7	1	16	-
8 or more	-	10	-

Table 15 shows that 42 of the Adult Basic Education Right to Read participants lived alone. Only 37 enrollees had more than five people living in the home.

TABLE 15

NUMBER OF PEOPLE LIVING IN HOME OF ADULT BASIC EDUCATION RIGHT TO READ ENROLLEES BY RACE

Total Number of People Living in Home	Number of Enrollees		
	White	Black	Other
1	3	39	-
2	8	44	1
3	2	34	2
4	9	57	-
5	4	18	1
6-8	1	14	-
8 or more	-	22	-

The major reasons adults gave for enrolling in the Adult Basic Education Right to Read Project are listed by program in Table 16. Although some learners gave more than one reason, by far the largest number indicated they enrolled for self-improvement, followed by a desire to get a better job.

TABLE 16

MAJOR REASONS GIVEN FOR ENROLLING IN ADULT BASIC EDUCATION RIGHT TO READ PROGRAM

Reason*	Total	Tuscaloosa	Birmingham	Montgomery	Phenix City	Tuskegee
To Get a Job	36	6	4	7	9	10
To Get a Better Job	76	3	11	16	15	31
Self-Improvement	123	24	60	11	10	18
Social	61	11	37	5	4	4
Other**	21	2	2	3	8	6

* Some learners gave more than one reason.

** To be able to help children with homework
To be able to be on church programs
To be able to talk with children's teachers
To be able to participate in PTA meetings

There were very few terminees, as shown in Table 17. Only two systems reported any terminated learners, Jefferson (8) and Tuscaloosa (9). The reasons given for termination are given in Table 17.

TABLE 17

ADULT BASIC EDUCATION RIGHT TO READ
PROJECT TERMINATED LEARNERS

Jefferson County

Reason	Number
Illness	1
Job-related travel	1
Went to work	2
Family death	1
Mental problems	1
Divorce	1
Fear of interference with Social Security	1

Tuscaloosa

Reason	Number
Illness	2
Introduced to books by mail which met needs	2
Began working two jobs	1
Lack of interest	3
Moved out of state	1

Table 18 shows nearly half, or 111, of the Adult Basic Education Right to Read learners were unemployed black females. A total of 164 enrollees were unemployed, compared with only 95 who were employed.

TABLE 18

EMPLOYMENT STATUS OF ADULT BASIC EDUCATION RIGHT TO READ LEARNERS BY RACE AND SEX

Employment Status	Race							
	White		Black		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Employed	8	1	41	43	-	2	49	46
Unemployed	7	11	33	111	-	2	40	124

Annual income of enrollees is shown in Table 19. While 87 enrollees earned less than $1,500 annually, 72 earned between $1,500 - $3,000, 64 earned between $3,000 - $5,000, and only 36 earned more than $5,000.

TABLE 19

ANNUAL INCOME OF ADULT BASIC EDUCATION RIGHT TO READ ENROLLEES BY RACE AND SEX

Annual Income	Number of People					
	White		Black		Other	
	Male	Female	Male	Female	Male	Female
Less than $1500	2	5	28	52	-	-
$1500 - $3000	1	2	7	61	-	1
$3000 - $5000	6	3	25	30	-	-
More than $5000	6	2	14	11	-	3

In Table 20, it is noted that 91 learners were on welfare, 57 received social security, 2 OASI, and 6 other types of public assistance. One hundred three enrollees were receiving no public assistance.

TABLE 20

NUMBER OF ADULT BASIC EDUCATION RIGHT TO READ LEARNERS RECEIVING PUBLIC ASSISTANCE BY RACE AND SEX

Type of Public Assistance	Race					
	White		Black		Other	
	Male	Female	Male	Female	Male	Female
Welfare	2	3	18	67	-	1
Social Security	1	3	10	43	-	-
OASI	1	-	-	1	-	-
Other	2		4	-	-	-
No Assistance	9	6	42	43	-	3

Table 21 shows that only 49 of these enrollees held membership in more than one civic organization. One hundred learners indicated they held no membership in civic organizations.

TABLE 21

MEMBERSHIP OF ADULT BASIC EDUCATION RIGHT TO READ LEARNERS IN CIVIC ORGANIZATIONS

Program	Number of Memberships			
	0	1	2	3 or More
Tuscaloosa	16	18	0	0
Birmingham	36	32	0	0
Montgomery	19	11	9	3
Phenix City	11	8	15	12
Tuskegee	18	41	8	2

Table 22 shows, by number of weeks enrollee was in program, the number of months or years the reading level improved for each learner. Reasons

TABLE 22

READING LEVEL IMPROVEMENT OF ADULT BASIC EDUCATION RIGHT TO READ ENROLLEES BY LENGTH OF TIME IN PROGRAM

Length of Time in Program	* 0- 1 mo.	2- 6 mo.	7- 9 mo.	10- 11 mo.	1 yr.	1.0- 1.5	1.6- 1.9	2 yrs.	2.0- 2.5	2.6- 2.9	3 yrs.	3.0- 3.5	3.6- 3.9	4 yrs.	4.0- 4.5	4.6- 4.9	5 yrs.
Weeks																	
0 - 6	12	4	-	-	7	-	-	5	-	-	-	-	-	-	-	-	-
7 - 12	-	11	-	-	8	1	4	-	1	-	2	-	1	-	2	2	1
13 - 18	-	7	7	-	10	5	4	-	5	-	4	1	3	1	1	-	-
19 - 24	2	6	4	-	9	7	6	1	5	9	-	2	4	7	3	-	-
25 - 30	-	7	-	-	13	2	3	1	-	-	8	3	5	-	1	-	-
31 - 36	-	3	2	-	4	3	8	7	1	-	2	-	6	-	1	-	5

* Ten (10) adults showed no improvement.

Reasons:
4 - At home on an irregular basis when paraprofessional came to work with them.
1 - Had family problems; husband filed for divorce.
1 - Worked as a maid and employer put her down (did not want her to learn).
1 - The young man's mother thought his being in the program could interfere with his social security checks.
3 - Learners enrolled at end of program.

are given at the bottom of the table for those learners showing no improvement. In addition to the 10 learners who showed no improvement, there were 55 others who showed less than a year's increase in reading level. Nearly half, or 108 learners improved from 1 - 2 years in reading level, while 37 improved 2 - 3 years, 33 improved 3 - 4 years, and 16 improved 4 - 5 years during their enrollment in the Adult Basic Education Right to Read Project. Some of the individual growth was very rapid and successful, as evidenced in the sample case studies in Appendix .

The remainder of this section is concerned with services provided by or for project personnel. Table 23 shows a total of 7,434 learner contacts made by project personnel, with 6,593 of these contacts being made by paraprofessionals.

TABLE 23

TOTAL ADULT BASIC EDUCATION RIGHT TO READ LEARNER CONTACTS MADE BY PROJECT PERSONNEL

Program	Number of Learner Contacts Made By: Professional Staff	Paraprofessionals	Volunteers	Total
Tuscaloosa	47	476	206	729
Birmingham	78	1,185	141	1,404
Montgomery	51	1,344	60	1,455
Phenix City	57	1,380	96	1,533
Tuskegee	78	2,208	27	2,313
TOTAL	311	6,593	530	7,434

The number of volunteers serving in different capacities is shown in Table 24. From 14 volunteers working in the ABE class and/or Learning

Center to 30 volunteers in "other" categories, there were a total of 86 volunteers utilized during the project. Forty of these volunteers were black females and 42 were white females. Only four of the volunteers were males.

TABLE 24

NUMBER OF ADULT BASIC EDUCATION RIGHT TO READ VOLUNTEERS SERVING IN SPECIFIED CAPACITIES BY SEX AND RACE

Volunteer Service	Male		Female	
	Black	White	Black	White
ABE Class and/or Learning Center			6	8
Home-Based Instruction			9	13
Recruitment			18	2
*Other	3	1	7	19

* a. Publicity--passed out flyers, obtained marques for Adult Education Week, made and distributed posters
 b. Spoke to churches
 c. Obtained community support by acting as liaison
 d. Helped to recruit older volunteers

The total number of hours these volunteers contributed to the Adult Basic Education Right to Read Project are shown in Table 25. The three black males contributed a total of 107 volunteer hours, while the 40 black females contributed 862 hours, and the 42 white females 765 hours. A total of 797 volunteer hours were spent in the Learning Center or ABE class, 543 hours in home based instruction, 20 hours in recruitment, and 374 hours in other activities (mainly publicity). This totaled 1,734 hours contributed to the project by volunteers.

TABLE 25

HOURS VOLUNTEERS CONTRIBUTED TO ADULT BASIC EDUCATION RIGHT TO READ PROGRAM IN SPECIFIED CAPACITIES BY SEX AND RACE

Volunteer Service	Male		Female	
	Black	White	Black	White
ABE Class and/or Learning Center			419	378
Home-Based Instruction			198	345
Recruitment			18	2
*Other	107		227	40

* a. Publicity--passed out flyers, obtained marques for Adult Education Week, made and distributed posters
b. Spole to churches
c. Obtained community support by acting as liaison
d. Helped to recruit other volunteers

Table 26 shows that all of the projects' professional staff, 28 paraprofessionals, and 86 volunteers received inservice training during the project's operation.

TABLE 26

NUMBER OF ADULT BASIC EDUCATION RIGHT TO READ STAFF RECEIVING INSERVICE TRAINING

Program	Number Receiving Inservice Training			
	Professional Staff	Paraprofessionals	Volunteers	Total
Tuscaloosa	1	4	15	20
Birmingham	1 (dup.)	7	30	37
Montgomery	1	4	12	17
Phenix City	1	7	12	20
Tuskegee	1 (dup.)	6	17	23
TOTAL		28	86	117

As shown in Table 27, eight inservice workshops were held for Jefferson and Tuscaloosa Counties. The total attendance for these workshops was 156, including 50 paraprofessionals, 67 volunteers and 39 professionals. Since some individuals attended more than one inservice workshop, they were counted in each one they attended.

TABLE 27

DATES AND ATTENDANCE AT ADULT BASIC EDUCATION RIGHT TO READ INSERVICE WORKSHOPS FOR JEFFERSON AND TUSCALOOSA COUNTIES

Date	Paraprofessionals	Volunteers	Professionals
9-16-74	6	13	2
9-17-74	6		
9-18-74	3	6	5
9-19-74	3		
11-12-74	5	18	7
11-20-74	3	9	2
12-27-74	10		
3-25-75	14	21	23
TOTAL	50	67	39

The same type of inservice workshops were held for Macon, Montgomery, and Phenix City school systems. Total attendance for these nine workshops, as shown in Table 28, was 176, including 32 paraprofessionals, 102 volunteers, and 42 professionals. As in the other workshops, individuals were counted each time they attended.

TABLE 28

DATES AND ATTENDANCE AT ADULT BASIC EDUCATION RIGHT TO READ INSERVICE WORKSHOPS FOR MACON, MONTGOMERY AND PHENIX CITY

Date	Paraprofessionals	Volunteers	Professionals
9-23-74	4	23	3
9-26-74	3	12	5
9-30-74	3	11	6
11-20-74	4	23	4
12-04-74	3	18	4
12-30-74	4	-	-
2-05-75	4	-	10
3-25-75	4	-	1
4-24-75	3	15	9
TOTAL	32	102	42

In addition, there were two career clinics held in Phenix City during February and April. Twenty-three ABE classes were visited in Jefferson and Tuscaloosa Counties, and 35 were visited in Russell, Montgomery, and Macon Counties.

In Jefferson and Tuscaloosa Counties there were 186 volunteer contacts, and in Russell, Montgomery, and Macon Counties, there were 108, for a total of 294.

Table 29 gives the various reasons paraprofessionals left the project.

TABLE 29

PARAPROFESSIONALS LEAVING PROJECT

County	Reason
Phenix City	Accepted full-time position with local school system
	Accepted position with Phenix City Headstart
	Moved to another city
	Accepted position with Russell County school system
Montgomery	His church would not allow him to accept outside employment
Macon	Was in an accident and withdrew from school
	Accepted a full-time position with Career Education at Tuskegee Institute
Jefferson	Couldn't recruit all her learners
Tuscaloosa	Accepted a full-time job

The following is a list of 37 outside agencies involved in the Adult Basic Education Right to Read Project, and how they were utilized. The Tuscaloosa program utilized 16 agencies, Birmingham 23, Montgomery 8, Phenix City 9, and Tuskegee 8.

Outside Agencies Involved in the Adult Basic Education Right to Read Project

Agency	Involvement
1. Retired Senior Volunteer Persons (RSVP)	Referred and secured volunteers for the project and the Adult Basic Education Center in Montgomery
2. Volunteer Bureau	Secured Volunteers
3. Federation of Black Women's Clubs	Referred Volunteers
4. Military Recruitment Offices	Learner Referrals

(continued)

5.	Employment Service	Learner Referrals
6.	Jefferson County Committee for Economic Opportunity	Learner Referrals and Recruitment
7.	Community Schools	Learner Referrals/Community Contact
8.	Church Women United	Volunteer Referrals
9.	Positive Maturity	Recruited Learners
10.	Retired Teachers' Association	Referred and secured volunteers
11.	Housing Projects	Learner Referrals/Promotion
12.	Stillman College	Contact for Volunteers
13.	Community Churches	Volunteer and Learner Referrals/ Publicity
14.	Neighborhood Youth Corps	Volunteer Placement
15.	Community Service Program of Tuscaloosa County	Learner and Volunteer Recruitment/ Publicity
16.	Pensions and Security	Learner Referrals
17.	Jefferson and Montgomery County Mental Health Associations	Learner Referrals
18.	University of Alabama	Consultant
19.	Junior League	Volunteer Recruitment/Publicity
20.	Veterans' Affairs	Learner Recruitment/Publicity
21.	Partlow Transitional Homes	Learner Recruitment
22.	Bessemer State Technical College	Publicity
23.	Auburn University	Consultant
24.	Local Boards of Education	Volunteer Recruitment/Paraprofessional Recruitment/Learner Referrals
25.	Local Right to Read Coordinators	Volunteer Recruitment/Paraprofessional Recruitment/Learner Referrals
26.	Macon County Community Action	
26.	Macon County Community Action	Learner Referrals
27.	Tuskegee Institute	Consultant/Secured Paraprofessionals and Volunteers

(continued)

28.	Alabama State University	Consultant/Secured Volunteers
29.	Macon County Rehabilitation Center	Secured Learners
30.	Title VIII (ARISE)	Secured Volunteers
31.	Head Start Directors	Learner and Volunteer Referrals
32.	Cooperative Extension Service	Resource for Learning Materials
33.	Local Womens' Clubs	Publicity
34.	Council on Aging	Publicity
35.	Industry	Learner Referrals
36.	Local Newspapers	Publicity
37.	Local Television and Radio Stations	Publicity

Objectives

The specific objectives directly related to the project were:

- I. To provide coordination between Adult Basic Education and Right to Read.
    - A. To involve seven Right to Read demonstration projects in Adult Basic Education.*
    - B. To provide a two-week institute in Adult Basic Education with local and state personnel and Right to Read coordinators.
- II. To develop and disseminate nationally, the booklet, "Recruitment and Retention of the Adult Learner."

Other evaluation measures specified in the proposal were:

1. Demonstrating the usefulness of volunteers and paraprofessionals in reaching the young, Level I adult learner.
2. An effective and economical way of recruiting and retaining the young, Level I adult learner.
3. The involvement of statewide and community agencies.
4. Seven trained, part-time Adult Basic Education local supervisors.
5. Three trained, full-time Adult Basic Education supervisors.
6. One hundred Level I learners recruited into the regular Adult Basic Education program.
7. One hundred Level I adult learners in home-based study.
8. Individualized course of study for each adult.

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* Since the program was already working in seven systems in the five counties, it was extended to three other school systems and one Adult Basic Education Library Center. Work was carried on with ten school systems and one independent library center. The school systems were as follows: (1) Montgomery County, (2) Macon County, (3) Russell County, (4) Phenix City, (5) Birmingham City, (6) Jefferson County, (7) Homewood City, (8) Bessemer City, (9) Tuscaloosa City, (10) Tuscaloosa County.

9. Individualized course of study for each adult.

10. Use of APL modules.

11. Comparison between home-based learners and regular Adult Basic Education classes.

12. Local inservice conducted for volunteers and paraprofessionals.

Personnel

The total Adult Basic Education Right to Read Project consisted of (1) state supervisor; (2) two district supervisors; (3) 20 paraprofessionals; (4) a secretary; (5) four consultants; and (6) an outside third-party evaluator.

The following discussion of personnel attempts to deal with five questions related to each person or group utilized in the project:

1. What kinds and numbers of personnel were added by the project (including sources of finances)?
2. What were their most important duties and activities?
3. How much time did each person devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

Project Director--The qualifications for this position called for a person with (1) a Master's Degree in Adult Education; (2) three years experience in administration, preferably Adult Education; (3) established reputation in Adult Education training program. The person who filled this position had a Master's Degree in Adult Education with

45 hours of coursework beyond this degree. She had been coordinator of the Huntsville Adult Education program since February, 1969, prior to this position. The state supervisor has received state and national recognition for her achievements in Adult Education. She has also been utilized at the regional and national level as a consultant for many adult education activities. As defined in the proposal, the state supervisor's major responsibilities included: (1) to be responsible to the state Right to Read coordinator; (2) to be responsible for selecting the district supervisors; and (3) to be responsible for the summer institute and the institute evaluation process (10%). She has also done the following: assisted in local training of volunteers and paraprofessionals (10%); handled public relations with local superintendents and other agency officials (10%); prepared and coordinated all reports (20%); budget planning (10%); wrote brochure on program and booklet, "Recruitment and Retention of the Adult Learner" (30%); served as liaison with volunteer organizations (10%). The Special 309(b) Project provided the total salary for the state supervisor.

District Supervisors (2)--The qualifications for the two district supervisors included: (1) certified teacher and (2) experience in Adult Education. One district supervisor completed her requirements for a doctorate in Adult Education during the year. She had four years experience in Adult Education, including working with paraprofessionals. The other district supervisor had a Master's Degree plus 23 additional hours in Adult Education with six years experience in working with adults. The responsibilities for these positions included: be responsible to the state Right to Read Adult Basic Education Supervisor; recruit and train paraprofessionals and volunteers (35%); supervise recruitment program (10%); supervise home-based instruction (15%); promote local publicity (10%); cooperate with local Adult Basic Education and Right to Read programs (10%); assist in planning individual learner's course of study (10%); and participate in summer institute (10%). The special project funds provided the total salaries for the two district supervisors.

Paraprofessionals (20)--Special qualifications for the paraprofessionals included: (1) high school diploma or GED Certificate; (2) experience in working with adults; (3) empathy for others; and (4) competency in communication skills. Twenty paraprofessionals were employed part time (averaging ten hours per week) during the project. At some time during the project there were less than 20 due to turnovers. Four paraprofessionals had attained their GED through the Adult Education program. Two paraprofessionals obtained a Master's Degree in Adult Education during the year. Another paraprofessional was enrolled in the Master's Degree Program in Education. Four additional paraprofessionals held a Bachelor's Degree in Education with experience in teaching adults. Another paraprofessional was enrolled as a freshman at the University of Alabama. One paraprofessional had approximately ten years teaching experience with adults. Four paraprofessionals were high school graduates. Two paraprofessionals had incomplete college degrees with one having two years of college and another having three years. Specific duties of the paraprofessionals were: be responsible to the district supervisor; participate in ongoing inservice program; participate in door-to-door recruitment; inventory of adult learners' needs, interests, and capabilities and; serve as home tutors. After selection and employment, an intensive, initial and ongoing training program was implemented. Major topics covered furing the initial training were: characteristics of the adult learner; teaching reading to adults; how to recruit adults; materials for teaching and reading and; general policies and procedures. Continuous inservice training was conducted on a weekly basis, being reinforced by comprehensive, quarterly workshops which included volunteers. Specific new methods and techniques for teaching reading to adults were presented during these sessions. In addition, these regular meetings provided an opportunity to discuss and handle common problems. Half of the salaries for these persons were paid through the Special 309(b) Project and half were paid through the Special State Department grant, Adult Basic Education Section.

Secretary -- The secretary was a full-time employee with a B. S. Degree in Education. She had taught in the public school system for three years. Her experience in teaching reading made her a real asset to the project. She was responsible for handling the office. Her salary was paid from the Special 309(b) funds.

Consultants (4)-- Major consultants were utilized by the project. One consultant was an associate professor in the Department of Vocational and Adult Education at Auburn University. This consultant has worked most of his career in adult work and has received state and national recognition for his contributions. Another consultant was a professor of Education at the University of Alabama. He is widely known for his work in the area of reading. The third consultant utilized in the project was a reading specialist in Adult Education, South Carolina State Department of Education. She is known nationally for her innovative teaching of reading by using the newspaper. A fourth consultant was an Adult Education professor from Alabama State University. He is recognized for his work in Adult Education. The consultant from

Auburn University was instrumental in the initial two-week workshop, in addition to training paraprofessionals and volunteers. Other consultants assisted with workshop training of paraprofessionals and volunteers. Special state grant Adult Basic Education funds were used for paying these consultants.

Outside Third-Party Evaluators--The third-party evaluators were the director and research associate of the Occupational Research and Development Unit at Auburn University. Both have Doctorates of Education. These evaluators have conducted third-party evaluations for numerous educational projects over Alabama during the past four years. The evaluators made periodic visits to each of the teaching sites throughout the year. In addition, they helped to develop an evaluation monitoring instrument which was used throughout the project.

Organizational Details

The Special 309(b) Project, "Adult Basic Education Right to Read," was funded for 12 months, July 1, 1974 through June 30, 1975. This report is a final evaluation of the results of the project through its duration.

Locations of Program Activities and Physical Arrangements

Program related activities were in homes and communities throughout the five Alabama counties involved in the project. Personalized instruction was provided by paraprofessionals and volunteers in the homes of learners being served by the project. Recruitment efforts involved several communities located within the coverage area. Door-to-door recruitment was done in Phenix City, Montgomery, and Birmingham.

The project director, one area supervisor and secretary were based in Montgomery in the State Department of Education facilities. The other area supervisor was based in the Adult Basic Education Library in Birmingham. The paraprofessionals and volunteers worked out of their home as a base. The weekly inservice meetings with the paraprofesionals were held at the local boards of education and base offices of the area supervisors.

Inservice Training

A continuous inservice training program was carried out for those involved in the project. The professional project staff joined local Adult Basic Education and Right to Read supervisors for an intensive two-week workshop at Auburn University, held at the beginning of the project. The workshop was designed to acquaint the participants with the project and provide skill-training necessary to implement the project. The project staff, Adult Education consultants, State Department of Education personnel and Auburn University representatives worked together in planning and carrying out this training. This workshop was attended by 15 representatives of both Adult Basic Education and Right to Read. An evaluation of this workshop is included in the evaluation section.

Seventeen inservice training meetings were held in all the counties involved in the project. These sessions involved both volunteers and paraprofessionals for half a day. Consultants from Auburn University, the University of Alabama and Alabama State University were utilized in presenting these programs. Other program presenters included a reading specialist from the South Carolina State Department of Education, State Department of Education personnel and Jefferson County Board of Education personnel. In addition, the paraprofessionals met in their local county once a week for regular training in methods and techniques for teaching reading to adults. All the professional staff attended the following training sessions: (1) five days of training in reading sponsored by the State Department of Education; (2) two-day reading workshop sponsored by the State Right to Read and Auburn University; (3) National Adult Education Conference held in Miami, Florida. The state supervisor and one area supervisor attended a three-day Post Secondary Reading Conference at the University of Alabama. The state supervisor also attended a national seminar on Adult Education in Flint, Michigan. Both area supervisors attended a local school board's Right to Read workshop and one area supervisor attended a supervisor's reading workshop sponsored by the State Right to Read and the University of Alabama.

Activities and Services

The activities and services of the Special 309(b) Project were centered around identification and recruitment of the nonreading, young adult. The accomplishment of the objectives of the project was dependent on the following list of major services and activities:

1. Recruiting the illiterate, hard-core, disadvantaged adult by taking the Right to Read program to him.
2. Working in close cooperation with the seven school systems which are participating in Right to Read staff development project and the Adult Basic Education program.

3. Providing a two-week institute involving the full-time Adult Basic Education Right to Read staff, local Adult Basic Education and Right to Read supervisors.

4. Recruiting and training paraprofessionals to teach the low-level adult reading.

5. Recruiting and training volunteers to teach the low-level adult reading.

6. Previewing and selecting basic reading materials for use in program.

7. Utilizing the Adult Performance Level Modules for teaching reading in a meaningful and useful manner.

8. Designing and using a learning program which is based on needs, interests, and ability of the individual learner.

9. Providing home-based instruction for low-level adult learners.

10. Providing continuous inservice training and supervision for volunteers and paraprofessionals.

11. Door-to-door recruiting for ongoing regular Adult Basic Education classes.

12. Publicizing through mass media and agency contacts for special project and entire Adult Basic Education program.

13. Establishing a working relationship with local community agencies.

14. Obtaining consultant and evaluative assistance.

15. Program planning, implementation, and process evaluation.

16. Compiling information for writing and dissemination of a booklet on recruitment and retention of the adult learner.

17. Compiling information for writing a brochure describing the program and services offered.

The following narration discusses each of these activities and services in detail:

Since the Special 309(b) Adult Basic Education Right to Read Program was new, it was necessary to locate and recruit low-level, nonreading adults into the program. This was carried out through mass media, agency referrals, door-to-door recruitment, and key community leader referrals.

The cooperation between local school systems began early in the program with the initial two-week institute. Local Right to Read coordinators and Adult Basic Education supervisors from participating counties were involved in the workshop. The state supervisor for the project contacted and visited superintendents of each system to be involved in the project. The district supervisors followed up by continuing contact and cooperative efforts with both local Right to Read and Adult Basic Education supervisors throughout the project. Local supervisors and superintendents were kept informed by interim reports on the project.

A two-week institute was held at Auburn University at the onset of the project. In attendance were those Right to Read and Adult Basic Education supervisors from participating counties. The workshop was most comprehensive in content. (See Appendix A for program)

The district supervisors began work in their respective areas immediately following the workshop. Paraprofessionals were recruited through names provided by local Adult Basic Education and Right to Read supervisors and local school boards. Names of potential employees who had participated in the Adult Basic Education program and completed the GED were provided by local Adult Basic Education personnel. Some Right to Read coordinators recommended aides who had previously been employed in special reading programs. Each area supervisor interviewed and employed the selected number of paraprofessionals for each project site.

Volunteer recruitment was somewhat more involved. Community agencies and groups were contacted for potential volunteers. State and area supervisors visited and spoke to 35 community groups both to acquire volunteers and seek community support for the project. Mass media aided in recruiting some volunteers. However, these required careful screening. Some agencies which proved productive in securing volunteers were RSVP, Volunteer Bureau, Retired Teachers' Association, Federated Women's Clubs, Church Women United, Community Service Agency, and other church groups.

Two complete days of intensive inservice were provided for the employed paraprofessionals. Volunteers were also involved in the first day of training which included: characteristics of the adult learner; teaching reading to adults; and the role of the volunteer. The second day included only the paraprofessionals and was devoted to record-keeping and details of the project. (See Appendix B for program)

Continuous inservice has been provided for both the volunteers and paraprofessionals throughout the project. Area supervisors met with paraprofessionals on a weekly basis for providing additional skills in teaching reading to adults. New and different ideas were presented and shared. In addition, common problems and procedures were discussed.

Regular volunteer training sessions were held. A total of 17 meetings with 332 in attendance were conducted during the project. Various topics covered included basic principles of working with adults, techniques for teaching reading, volunteer's role as a public relations factor, and using the newspaper to teach reading. Consultants were utilized for these training sessions. One was an associate professor of Adult and Vocational Education at Auburn University. Another consultant was a professor of education at the University of Alabama. A third consultant was a professor of education at the University of Alabama. A third consultant was a reading specialist with the South Carolina State Department of Education. Another consultant was the public relations officer for the Jefferson County Board of Education.

The state and area supervisors previewed a large variety of basic reading materials on the market. The New Streamlined English Series was selected for the project. The material was adult-oriented, began at zero level, provided immediate reading in the form of a story, and was within designated cost range. Other materials selected for use were the GIFT Books, APL Modules, and News for You. Easy-reading booklets were obtained from the Alabama Extension Service. Local newspapers, telephone books, library books, drivers' manuals, and booklets obtained from local insurance agencies were utilized as well as teacher-made reading games and application forms.

The modules developed by Auburn University, based on the APL Study, were thoroughly reviewed by the staff. A presentation on teaching reading by using these modules was included in the two-week workshop. Many modules were developed and adpated to project learners, presented to the paraprofessionals, and used to teach reading.

A learning plan was developed for each learner based upon his/her objectives for learning (See Appendix Q). Area supervisors assisted instructors in selecting materials which would be appropriate for the learner and help him/her accomplish his/her learning goal. As supervisors visited during learning visits, any required adjustments could be made. The learning programs were designed to use materials which were meaningful to the learner such as; newspaper, menus, maps, telephone directory, Bible, hobby-type information, and consumer-oriented materials.

Home-based instruction actually began in October in some homes, three months ahead of schedule. Home-based learners were provided with free materials and the instructor provided at least one hour per week of instruction to each learner. Both volunteers and paraprofessionals provided this home-based instruction to a total of 259 learners, as of May 31, 1975.

Continuous on-site supervision was necessary for both volunteers and paraprofessionals. Visits were made into the homes (teaching sites) of learners with paraprofessionals and volunteers by the area supervisors. This enabled the supervisors to become familiar with the learners and their goals and also observe teaching methods and adequacy and appropriateness of materials.

Fifteen organized, door-to-door recruitment endeavors were undertaken during the project. Sites were selected in consultation with local Adult Basic Education personnel. Volunteers and paraprofessionals, in addition to area supervisors, participated. Extensive plans and organizational details were arranged prior to the recruitment (See Appendix D for sample maps of recruitment areas and lists of recruitees). Continuous recruitment efforts were underway throughout the project for ongoing Adult Basic Education classes. Numerous referrals were made through telephone contacts. Concentrated recruitment efforts were made for three full-time learning centers within the project's territory. They were Birmingham's Adult Basic Education Library Center, the Phenix City Adult Learning Center, and the Montgomery Adult Learning Center.

Mass media was used extensively for publicizing both the special project and the ongoing Adult Basic Education programs. Fourteen television appearances were made along with 21 radio programs. In addition, 40 newspaper articles appeared concerning the project. In addition to mass media, supervisors made a total of 24 presentations for various organizations about the project. Publicity was also gained through use of public marquees, distribution of fliers, church bulletins, and project brochures (See Appendix F for examples of types of publicity). Supervisors participated in "Volunteer Day" in Mongomery for promotional purposes and to recruit volunteers.

Community agencies played a big role in the promotion of the project. Agencies are listed in the section on community involvement.

Throughout the program, consultant services were utilized at all sites of the project. State Coordinator of Adult Basic Education, Mr. Norman Parker, and State Right to Read Director, Dr. John Shelton, were continuously involved in the planning and implementation of the entire project. Several on-site visits were made by both of these people.

Dr. Harry Frank of Auburn University, and Dr. Robert Leigh of the University of Alabama, served as consultants and resource people on numerous occasions for the duration of the project. Dr. J. C. Blair, Director of the Division of Instruction, State Department of Education, also made on-site visits during the project.

Dr. James Bob Drake, Director of Occupational Research and Development Unit, Auburn University, along with Research Associate, Dr. Alice Morgan, visited each site during the project year. They observed both teaching in the home and training sessions for paraprofessionals and volunteers. Evaluative instruments were developed as a cooperative effort by both the outside evaluator and the professional staff.

Information was collected from volunteers and paraprofessionals related to recruiting and retaining adult learners, based upon their experiences with the project (See Appendix G for example). Supervisors constantly appraised the recruitment and retention factor of the project and recorded the information for development of a booklet, "Recruitment and Retention of the Adult Learner."

The state supervisor visited Cookville, Tennessee, to conduct a two-day workshop on door-to-door recruitment and home-based instruction for adult learners. Fifty-eight volunteers participated in the workshop. This was done in conjunction with the Tennessee Adult Basic Education Library project, funded through the Appalachian Adult Education Center in Morehead, Kentucky.

Results from project information and experience were collected and compiled by the state supervisor into a single booklet addressing the problem of recruitment and retention of the adult learner.

A brochure designed to publicize the program was developed at midyear. The brochure summarized the project to date and was distributed throughout the participating counties and into other states (See Appendix H).

Instructional Equipment and Materials

Instructional materials consisted primarily of consumable software. The basic reading materials selected for the project were the New Streamlined English Series with accompanying readers. Skill book tests were also used to measure progress. Only Skill Books I through V were utilized for this project since learners were all low-level. Each learner enrolled in the program was given a book to work in and keep for his own.

Another primary source of teaching materials was the APL Modules developed by Auburn University. These modules teach reading skills through the use of life-functioning tasks in areas such as consumer economics, government and law, and community resources. Materials were designed, constructed and used in the one-to-one instructional process, based on these modules.

Many other reading games and instructional materials were utilized. These seemed to keep interest and motivation high with the learners. A low-level newspaper published by New Readers Press, News For You, was also used with all learners. This proved to be an invaluable tool in sucessfully teaching adults to read.

Major emphasis on use of newspaper for teaching reading was the topic of a one half day workshop. This method was encouraged and many instructors had tremendous success in teaching learners to read by using newspaper modules which they had made.

Use of hardware was limited due to finances and teaching sites in the homes. However, some hardware was borrowed from learning centers, especially in the Phenix City and Macon County areas. This equipment included:

1. Language Master
2. Tape Recorder
3. Craig Reader
4. Flash X

Dissemination of Information

During the project year, several methods were used to disseminate information. Fliers were printed for mass distribution for publicity purposes. These fliers were distributed in local stores, laundromats, military recruitment centers, churches, employment offices, schools, and community centers (See Appendix I for example).

The Volunteer Handbook, which the state supervisor had written while working with the Huntsville Adult Education program, was adapted for the project. Each participant was given a copy and received intensive training.

At mid-year of the project, a brochure was designed and disseminated throughout local communities. This brochure was designed to explain the project and project results to interested persons and community agencies.

Dissemination of the booklet, "Recruitment and Retention of the Adult Learner," was one of the objectives of this project. The state supervisor has compiled information from the project and prepared such for dissemination.

Dissemination within the State Department of Education and local boards has been extensive. Quarterly reports were mailed to local superintendents and designated State Department of Education officials as a method of public relations and updated information. Area supervisors held conferences with several Adult Basic Education supervisors with reference to such reports.

Twenty-five personal letters were written, dissemminating information on the project.

During the program, the state supervisor conducted a two-day workshop for volunteers in Cooksville, Tennessee. This was an attempt on the part of the participants to learn recruiting methods for adult learners. This workshop was done in conjunction with the Tennessee Adult Basic Education Library project, funded through the Appalachian Adult Education Center in Morehead, Kentucky.

Community Involvement

The Adult Basic Education Right to Read Project has had a wide variety of support from all communities involved in the project. Several agencies have made initial contacts with project personnel as a result of publicity about the program. A staff member of Veterans Affairs at the University of Alabama called for information and assistance in beginning an Adult Education program on campus for veterans. She called as a result of an article which appeared on the front page of the Tuscaloosa News. The area supervisor visited and assisted her in selecting materials and recommended one of her paraprofessionals for another part-time job with the Veterans Affairs program. The program is now underway and the paraprofessional with this project was employed. A social worker, with Partlow State School in charge of transitional homes, called also as a result of the same article which appeared in the newspaper. This social worker immediately had two referrals for home-based instruction.

A community business responded to an article in the Birmingham News by exhibiting interest in an industry-based Adult Education program. Area supervisor visited the business and conferred with several company officials. To date, this has not developed. However, Adult Basic Education was begun in Blount County, adjoining Jefferson County, as a result of mass media publicity regarding the Adult Basic Education Right to Read Project.

As a result of a news article in the Montgomery paper, a young man with a visual problem who had never attended school, was given home-based instruction by a volunteer. His progress was so rapid that he is now able to attend the Montgomery Adult Learning Center.

One of a local industry's management personnel saw an article about the program and referred several of his employees to the program.

As a direct outgrowth of the program, a series of career clinics were implemented through the Phenix City Adult Learning Center.

The following agencies have cooperated in making the program successful and have been meaningfully utilized:

1. Retired Senior Volunteer Persons (RSVP)
2. Volunteer Bureau
3. Federation of Black Women's Clubs
4. Military Recruitment Offices
5. Employment Service
6. Jefferson County Committee for Economic Opportunity
7. Community Schools
8. Church Women United
9. Positive Maturity
10. Retired Teachers' Association
11. Housing Projects
12. Stillman College
13. Churches of the community
14. Neighborhood Youth Corps
15. Community Service Program of Tuscaloosa County
16. Pensions and Security
17. Jefferson County Mental Health Association
18. University of Alabama
19. Junior League
20. Veterans Affairs
21. Partlow Transitional Homes
22. Bessemer State Technical College
23. Auburn University
24. Local Boards of Education
25. Local Right to Read coordinators
26. Macon County Community Action
27. Tuskegee Institute
28. Alabama State University
29. Community Service Programs of Macon County
30. Montgomery County Mental Health Association
31. Macon County Rehabilitation Center
32. Title VIII (ARISE)
33. Head Start Directors
34. Cooperative Extension Service
35. Local Women's Clubs
36. Council on Aging

Budget

The total cost of the Adult Basic Education Right to Read Project was $92,220.00 for the period from July 1, 1974 to June 30, 1975. The funds were provided by the following agencies in the amounts indicated: the United States Office of Education, from Section 309(b) of Title III of the Adult Education Act, $75,000.00; State Department of Education, Adult Basic Education Section - Special Grant, $17,220.00. The following is a breakdown of the $75,000.00 grant:

Salaries -	State Supervisor	$16,500.00
	District Supervisors (2)	24,000.00
	Paraprofessionals	9,000.00
	Secretary	6,000.00
	Employee Benefits	4,000.00
	Indirect Cost	6,200.00
	Office Supplies and Printing	1,500.00
	Travel	7,200.00
	Postage	300.00
	Telephone	300.00
	TOTAL	$75.000.00

The following is a breakdown of the $17,220.00 grant:

Salaries -	Paraprofessionals	$ 7,000.00
	Social Security	420.00
	Institute, Inservice Resource Specialist	2,800.00
	Instructional Material and Office Equipment	4,000.00
	Travel	3,000.00
	TOTAL	$17,220.00

IV. EVALUATION

The purpose of this report is to present a third-party evaluation of activities and progress in the Special 309(b) Project, "Coordinating Right to Read with Adult Basic Education," which functioned in five counties in Alabama. They were Montgomery, Macon, Russell, Jefferson, and Tuscaloosa Counties. This one-year project, covered by this report began operating on July 1, 1974 and was funded through June 30, 1975.

This report was prepared by the evaluation team composed of Dr. Alice Morgan, Research Associate, in the Occupational Research and Development Unit (ORDU) at Auburn University and Dr. James Bob Drake, Director of the Occupational Research and Development Unit. Dr. Morgan and Dr. Drake are also Assistant Professors in the Vocational and Adult Education Department at Auburn University.

Together and individually, at least one "on site" visit was made to each of the ten involved school systems by the evaluation team. These on site visits enabled the evaluators to:

1. Observe project activities in the operational setting
2. Receive oral and written reports and testimony from the project staff
3. Interview project staff, administrators, part-time instructors, adult learners, and volunteers
4. Review materials produced and/or utilized by the project staff

The evaluation team was always extended the opportunity to address questions to staff administrators and adult learners. The evaluators observed that a feeling of cooperation and candor was always apparent when working with the project staff.

Data matrixes were developed by the evaluation team and all data for the evaluation was gathered and supplied by the project staff.

The following evaluation section of this report attempts to provide evidence and draw conclusions as to whether this Special 309(b) Project fulfilled its objectives. Since most of the information relative to the project has been discussed in detail in other sections of this report, only a brief outline touching on critical points will be brought out in the evaluation of each project objective.

Evaluation discussion relative to process and product evaluation was reported for each objective outlined and hoped to provide the rationale for the conclusions and recommendations drawn.

Objectives

The following items were the main objectives as outlined in the Special 309(b) proposal:

1. To provide coordination between Adult Basic Education and Right to Read.
    a. To involve seven Right to Read demonstration projects in Adult Basic Education.
    b. To provide a two-week institute in Adult Basic Education with local and state personnel and Right to Read Coordinators.
2. To develop and disseminate nationally, the booklet, "Recruitment and Retention of the Adult Learner."

Other evaluation measures specified in the proposal were:

1. Demonstrating the usefulness of volunteers and paraprofessionals in reaching the young, Level I adult learner.

2. An effective and economical way of recruiting and retaining the young, Level I adult learner.
3. The involvement of statewide and community agencies.
4. Seven trained, part-time Adult Basic Education local supervisors.
5. Three trained, full-time Adult Basic Education supervisors.
6. One hundred Level I learners recruited into the regular Adult Basic Education program.
7. One hundred Level I adult learners in home-based study.
8. Utilize forty trained volunteers.
9. Individualized course of study for each adult.
10. Use of APL modules.
11. Comparison between home-based learners and regular Adult Basic Education classes.
12. Local inservice workshop conducted for volunteers and paraprofessionals.

Choosing and Describing Participants

A very active recruiting campaign involving radio, television, newspapers, flyer distribution, volunteers, paraprofessionals, and professional staff was utilized to obtain participants for the Adult Basic Education Right to Read Project.

Staff was employed in August to become oriented and set up the program. Active recruitment of learners began in September after the two-week workshop. Criteria for selecting participants included: each individual must have attained the age of sixteen; must have been either a nonreader or read on a very low level; would not/could not attend regular, organized Adult Basic Education classes; was not enrolled in public school.

Data, gathered on all learners, were maintained in individual learner's folders. The majority, 95 percent of the learners, were nonreaders. Retention was good. Few learners dropped out of the program, a total of 17 during the year. The reasons given were beyond control such as illness, geographical relocation, as shown in Table 17. Also, see Tables 9 through 22, for types of data gatheren on learners.

Measuring Changes, Presenting Data, Analyzing Data and Reporting Findings

The project proposal's evaluation section and objectives for evaluation did not directly lend themselves to quantifiable evaluation as such. Evaluation comments will be centered around each of the objectives and will deal with most of the questions outlined in the publicaction by the U.S. Department of Health, Education, and Welfare, Office of Education, "Preparing Evaluation Reports--A Guide for Authors."

This section of the report will center around (A) "Process" and (B) "Product" evaluation discussions.

The process evaluation will concentrate on the findings relative to project implementation over the one-year duration of the program. The discussion centers around the instrument, "Planning and Process Evaluation Worksheet for Programs in Adult Basic Education," developed by the Occupational Research and Development Unit, Auburn University, in cooperation with Adult Education section of State Department of Education, the Auburn University Adult Education Teacher Educator staff, and the Special 309(b) Project staff. This instrument was utilized on a periodic basis to monitor the project and program strengths and weaknesses. The following completed final copy of the instrument is felt to be indicative of the project as a whole.

A. Planning and Process Evaluation Worksheet for Programs in Adult Basic Education

PLANNING AND PROCESS EVALUATION WORKSHEET FOR PROGRAMS IN ADULT BASIC EDUCATION*

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision	1. A Program Director has been appointed. He is provided adequate time and has been delegated sufficient authority to discharge his duties	a. Full-time assignment appropriate b. Scope of responsibility limited to a "manageable component" c. If assignment is part-time, other duties do not conflict d. Lines of authority are clearly established							x	**Project Director appointed full time.**
	2. The Director has attended appropriate formal inservice training programs								x	**Project Director has both attended and conducted numerous related inservice programs.**
	3. The Director is operating under specific and well defined guidelines for management of the Program	a. Duties, responsibilities, and authority are specified b. Responsibility for hiring personnel and recruiting volunteers is delineated						x		

*** Developed by Dr. James Bob Drake, Director, and Dr. Alice S. Morgan, Research Associate, of the Occupational Research and Development Unit (ORDU) at Auburn University in cooperation with the Adult Education section of the State Department of Education, the Auburn University Adult Education Teacher Educator, and the Special 309(b) Project staff.**

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	4. The Local Advisory Commission has been established as a functioning and viable agency	a. Representation is from a cross section of the community b. Channels for Commission input to the Program and for the Program feed-back to the Commission are well established	x							**Not applicable.**
	5. Communication is sustained on a professional level between the Director and those involved in the Program.	a. Formal communications procedures are established b. Committees, staff meetings, and conferences, written policy, etc. are used						x		**Weekly meetings of project staff were held throughout the project. Communications always on a professional level.**
	6. The Project and Program staff size is sufficient and is properly specialized								x	**The experienced professional staff is highly qualified personally and professionally.**
	7. Other community, State and Federal agencies that may assist with the Program have been contacted and means established to coordinate efforts	a. Agencies such as Pensions and Security, RSVP, Health Department, State Employment Office, Extension Services, etc. have been contacted to determine what areas of mutual benefit exist						x		**Thirty-seven agencies were effectively utilized in the project.**

Function	Appraisal Factor	Essential Points	Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)		b. Methods have been devised to provide cross-servicing with a view toward increasing the effectiveness of the Program								
	8. Responsibility has been assigned for the coordination of the total Programs within the local school system and with the State Department of Education							x		Effective lines of communication were establisehd between the local school systems through the Superintendents and the State Department of Education.
	9. Responsibility has been assigned for final decision-making authority within the local Program			x						Not applicable.
	10. There is an established and continuing system for recruitment of volunteers into the Program	a. Responsibility is assigned b. The Program is on-going and not sporadic c. Effort is made to recruit from all segments of the community d. Retention of volunteers in the Program is at an optimum level							x	Although this project was initiated for one year, an excellent program was established for the recruitment of volunteers. An excellent rate of retention of volunteers was observed. Volunteers were from all segments of the community.

Function	Appraisal Factor	Essential Points	Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	11. A positive and active program has been established for recruitment of learners into the Program	a. Efforts are directed toward all segments of the community b. The purpose and benefit of the Program are well publicized c. Specific responsibility has been assigned						x		A very positive and active program of recruitment was carried on, including door-to-door, community agency referral, and mass media.
	12. There is preplanned and formalized training for personnel involved in the Program	a. Professional and paraprofessional personnel have educational competence or are provided with adequate levels of training b. Information on purposes, methods. techniques, and responsibilities is provided to volunteer personnel c. Training includes: 1. How to teach reading to Level I adults 2. How to recruit adults 3. Characteristics of the adult learner 4. How to retain the adult learner in class						x		Excellent personnel were hired. Numerous inservice programs for volunteer personnel on purposes, methods, techniques, and responsibilities were carried out. Training was at such a level that only eight replacements were necessary for the 20 paraprofessional positions. All paraprofessionals and volunteers were required to go through a series of pre-planned, formalized training sessions.

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)		d. The materials used for training of paraprofessionals and volunteers are effective in translating the needs of the learner to them e. The training is of a caliber to motivate and retain volunteers and paraprofessionals in the Program								
	13. Inservice training is being carried out	a. Records of attendance and progress of each individual is current						x		Excellent records of inservice programs and attendance are current.
	14. In addition to inservice training sponsored by the Program teachers participate in professional growth activities	a. Extension or resident college classes b. Professional organization membership and participation						x		Professional staff attended numerous classes, workshops, and conferences.
	15. Teacher loads are adjusted to levels which allow for preparation individualization and curriculum development	a. Supplementary preparation by volunteers and aides b. Time allocated for preparation						x		Paraprofessional loads were approximately 10 adults, one hour per week on an individual basis and volunteers were also utilized, which allowed adequate time for preparation.

Function	Appraisal Factor	Essential Points	Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	16. Required external reports and administrative procedures are being carried out promptly and accurately	a. Reports kept to minimum							x	**Required reports were always promptly and adequately completed**
	17. Internal reports and administrative procedures are adequate for requirements	a. An excess of internal reports and administrative actions is avoided b. Those reports and procedures that are generated are in fact used to assist in maintenance and improvement of the Program						x		
	18. There is a process of continuing self-evaluation to determine if the Program is functioning effectively and meeting the needs of the community and the learner	a. Specified period allocated for this purpose b. Program strives to identify and respond to critical incidents in meeting immediate needs of learner						x		**Project staff and director met weekly for assessment and adjustment and to formulate plans of action. Staff also met weekly with paraprofessionals and volunteers.**
	19. There are frequent and continuing visits by administrative and staff personnel to on-sight activities	a. Considered normal function						x		**Numerous scheduled and unscheduled visits were made by administration.**

Function	Appraisal Factor	Essential Points	Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
B. Public Relations	20. Public and private media are used to promote the Program and acquaint potential volunteers and learners with the availability and need for the Program	a. Radio and T.V. public service announcement are used b. Published media including newspapers, business and civic clubs, publications, etc. are used						x		Numerous public relations activities were conducted. Mass media communications were active and effective.
	21. Publications such as "How to Successfully Recruit the Young Level I Adult Male," and "How to Retain Adult Learners" are used and given wide distribution								x	The materials were effectively utilized in inservice training for all paraprofessionals and volunteers. Also,781 were distributed statewide and 316 more nationally, at last count.
	22. Service clubs have been recruited into support for the Program	a. Local supervisors should contact clubs as part of promotion						x		Service clubs were very effectively utilized in recruiting and providing ~~services for handicapped.~~
	23. Publicity efforts are so structured as to reach all segments of the community	a. Different techniques and means are used which target specific portions of the population b. Use of the various techniques are balanced in order to provide coverage of the entire community						x		Project activities were designed for a target population and were effective in this endeavor.

Function	Appraisal Factor	Essential Points	Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
B. Public Relations (continued)	24. Progress reports are provided to community agencies and individuals who have provided support for the Program						x			Reports could be more widely presented to community agencies and individuals who actively supported project activities.
	25. Public news media is provided with promotional material and progress reports on a planned, frequently scheduled basis. These are promulgated by the news media	a. Invitations to classes should be given media personnel					x			Promotional materials were periodically given to news media. However, progress reports could be more effectively utilized with the media.
	26. Letters or other information are provided to key local government personnel and business leaders to personally advise them of the purpose and progress of the Program			x						Not applicable.
	27. A satisfactory number of volunteer workers and learners have been recruited into the Program	a. There are enough volunteers available to meet goals							x	A satisfactory number of volunteer workers and learners were recruited. All volunteers underwent several days of intensive inservice training.

Function	Appraisal Factor	Essential Points	Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
B. Public Relations (continued)		b. There are sufficient learners in the Program to saturate resources c. Volunteers and learners are from a cross section of the community and are proportionally representative of the needs in each segment								
	28. A "scrapbook" is maintained in order to follow the growth of the Program	a. Several copies should be available for promotional purposes					x			**While a scrapbook is maintained, only one copy is available in the office of the director.**
C. Curriculum	29. Effective use is made of the Career Decision-Making Model for adults who are seeking employment	a. The process is efficient with Level I adults b. The process is efficient with Level II adults c. The Career Decision-Making Model is being used with appropriate frequency		x						**Not applicable.**
	30. An evaluative instrument is used in developing an individualized course of study for each individual	a. The Adult Basic Education Test or similar instrument is used b. The instrument is efficiently used in diagnosing the needs of the learner						x		**An individual course of study was developed for each learner, and a file was kept up-to-date on progress made. Based on his goals and evaluation, the instructor assists the learner** **(continued)**

Function	Appraisal Factor	Essential Points	Scale X	Nonexistent 0	Ineffective 1	Needs Improvement 2	Acceptable 3	Commendable 4	Outstanding 5	Findings and Stipulations
C. Curriculum (continued)		c. Instructors are efficient in prescribing an effective course of study as a result of the needs indicated by the instrument d. The learner's rate of progression, as shown by the pre- and post-evaluation scores of the instrument, are considered adequate								in setting a prescribed plan. Since the majority of the learners were non-readers, pre-tests were difficult. The learners rate of progress was based on his abilities and personal desires.
	31. Subjective judgment of the instructor is used in developing an individualized course of study for each individual	a. Results of subjective evaluation are considered adequate in diagnosing the needs of the learner b. Use of subjective evaluation is considered efficient in prescribing for the deficiencies of the learner c. The course of study that was prescribed for the learner as a result of subjective evaluation is considered effective							x	Professional staff in the project appeared to be an excellent job of using subjective judgment in evaluating and prescribing a course of study for each adult learner. The outstanding personnel selected for the project contributed to this high rating.

Function	Appraisal Factor	Essential Points	Scale Scale	 Nonexistent	 Ineffective	 Needs Improvement	 Acceptable	 Commendable	 Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
C. Curriculum (continued)	32. There is a balance between the use of evaluative instruments and subjective judgment of the instructor	a. The course of study is relevant enough to retain the learner							x	The high retention rate is considered excellent for any learners, and especially so for disadvantaged adults.
	33. Adult Career Task Modules are effectively and meaningfully used	a. The modules are used with appropriate frequency b. The learner liked the approach and felt that it was useful to him c. Use of the modules aided in retention of the learner in the Program							x	These Adult Performance Level (APL) modules were most effectivley adapted and used with this type of learner. The retention rate was excellent.
	34. The learner is able to move from a home-based to a class-based learning situation with no disruption in his individualized learning program						x			Although not a major emphasis of this project, those who were able were encouraged and assisted in enrolling in the Adult Learning Center for additional training.
D. Instruction	35. The instructors are meeting the needs of the learners	a. The instructor, working together with the learner has diagnosed the deficiency of the learner and has prescribed a creative program which is effectively overcoming the deficiency							x	The high rate of retention speaks for itself, and sensitive project personnel contributed greatly to this.

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
D. Instruction (continued)	36. Volunteers and paraprofessionals are effectively used in the learning situation	a. Use of such personnel, with whom the learner may more readily identify, is maximized b. The training received by volunteer and paraprofessionals is carried over to the adult learner						x		Volunteers and paraprofessionals are effectively trained and contribute greatly to the instructional program. These groups contribute to more effective individualization of the programs of the adult learner.
	37. Community resources and resource personnel are integrated into the learning situation	a. Community libraries are visited and used as a source of materials b. Welfare offices, employment offices, etc. are called on to reinforce the indicated need for reading competence c. Resource persons from industry are asked to participate in learning situations d. Visits are made to vocational schools or other Programs to assist in preparing the learner for the world of work					x			Although this was not a major emphasis of this particular program, community resources and resource personnel are integrated into the learning situation where applicable.

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
D. Instruction (continued)	42. Instruction is planned so that the learner is individually progressing at his maximum rate								x	Revised learning plans were continued and attempts were made to "contract" learning with their instructor, thus, contributing to the individualized learning program.
	43. There is a pattern of the learner developing a more positive attitude toward reading and progression in his capabilities	a. The learner remains in the Program until he has accomplished his goals b. Reading ability has improved as indicated by reading and comprehending increasingly c. The learner is reading more books, magazines, etc.; he reads more for "fun"							x	The outstanding retention rate is offered as evidence of success in this area.
	44. As a result of increased reading ability, the attitude of the learner has changed	a. Class attendance is more prompt and absences less frequent b. There are fewer home-based program absences						x		Attendance appears to increase as learners progresses in program.
E. Services Provided for the Learner	45. Provisions are made for obtaining information about learners	a. Records from previous schools or Programs are used b. Personal data questionnaires are completed c. Individual interviews are conducted d. Periodic ratings are made by instructors						x		

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)	46. Provisions are made for the maintenance and use of information about learners	a. Forms are used which provide for accurate recording of data b. There is an accessible individual cumulative file c. Duplication, safe storage, and organization of files is appropriate d. Various applicable state forms are used						x		
	47. A comprehensive counseling program exists for the benefit of the learner	a. Each learner is counseled when entering the Program b. Selection and placement provides that learners are initially placed at the appropriate level c. Counseling provides for learner-teacher matching to provide a teacher who has a nature and approach which will most adequately develop the learner d. Periodic and frequent counseling is accomplished as the learner progresses through the Program	x							**Not a major emphasis of this program.**

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)		e. Occupational, educational and vocational information is disseminated to individuals and groups f. Learners with special needs that can be served by other local, state or Civic Groups or agencies are appropriately referred g. Whenever possible, procedures require all dropouts be counseled prior to leaving the Program h. The dropout rate is reasonable and is continually being studied with alternate educational Programs and/or methods provided those not completing this Program i. Follow-up studies are made of both those that complete and those that drop out of the Program								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)	48. Learners are assisted in employment placement	a. Local state employment services offices are used b. Contacts have been made with local business and industry which disclose and develop employment opportunity	x							Not a major emphasis of this program.
	49. On completion of the Program, learners are advised of further educational opportunities and are assisted in enrolling						x			Program was extended for an additional year through the State Department of Education, and most learners continue to be a part of the program.
F. Facilities	50. The classroom facilities have been reviewed and considered in creating the optimum learning environment	a. Use of school desks have been considered for desirable/undesirable effect in the Program b. Desirable/undesirable effects of the use of carrels have been reviewed, both for the class and on an individual basis c. Factors of noise, lighting, temperature, etc. are controlled at a desirable level							x	

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
F. Facilities (continued)	51. The facilities and general environment of the learner's home is known and considered in the learner's Program	a. Tables, chairs, etc. are of appropriate size and configuration b. Lighting is adequate c. A specific location has been set aside for work with the instructor and for the learner's self study d. The presence of children in the home has been reviewed for desirable/undesirable affects e. Cleanliness, orderliness etc. of the home have been considered f. Presence of other persons in the home has been considered					x			In the home-based instructional program to the best of the instructor's ability, attention was given to each of the essential points mentioned. However, most homes of the disadvantaged learner did not contribute greatly to an ideal learning situation.
	52. Community support in terms of space, equipment, and materials has been explored to provide for deficiencies						x			
	53. There are definitive plans to accommodate growth of the Program					x				Most of the adult program is on "soft" money. Additional effort needs to be made to fully support the program.

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
G. Evaluation	54. There are specific and definitive plans for evaluation and monitoring both home-based and class-based Programs	a. Plans define procedures, criteria, responsibility, reporting procedure and modification procedure necessary as a result of evaluation results b. Program objectives are clearly stated c. Funding is adequate to meet stated objectives d. Adjustments in the Program are made on the basis of evaluation criteria e. Modification and adjustments are directed toward the learner's needs					x			The State Department of Education, Auburn University Adult Education Department, and the local administration are constantly involved in evaluating the total adult education program.
	55. There is a continuing increase in the number of learners in the Program						x			As the program grew, the number of learners continually increased.
	56. There is a pattern of increasing numbers of learners moving from the home-based to the class-based Program						x			

Function	Appraisal Factor	Essential Points	Scale X	Nonexistent 0	Ineffective 1	Needs Improvement 2	Acceptable 3	Commendable 4	Outstanding 5	Findings and Stipulations
G. Evaluation (continued)	57. There is a positive correlation between learners in the Program and continued attendance of their offspring or sibling in school	a. Correlation with learner in the home-based Program b. Correlation with learner in the class-based Program c. Correlation with learner who has moved from the home-based to the class-based Program	x							No information available.
	58. There is a recognizable pattern of one or more of the learner's family members entering educational Programs		x							No information available.
	59. The learner's progress is meeting established goals								x	Individual objectives are established and learners progress satisfactorily toward the established goal.
	60. The overall needs of the learner in reading improvement, self concept, and effectiveness as a member of the community are addressed and progress is satisfactory							x		

B. Product Evaluation

Product Evaluation

This Special 309(b) Project, "Coordinating Right to Read with Adult Basic Education was established around two primary objectives and twelve other evaluative criteria.

The evaluation team developed an Evaluation Data Matrix and data collection procedures to assist the Project Director in systematizing and gathering pertinent information for the "outcomes" and "product evaluation."

Evaluation comments are centered around each of the objectives and deals with most of the questions outlined in the publication by the U.S. Department of Health, Education, and Welfare, Office of Education, "Preparing Evaluation Reports--A Guide for Authors."

Objective 1--To provide coordination between Adult Basic Education and Right to Read

a. To involve seven Right to Read Demonstration Projects

b. To provide a two-week institute in Adult Basic Education with local and state personnel and Right to Read coordinators

Periodic inservice sessions, as well as many informal meetings, were held with and between the State Right to Read personnel, the Adult Basic Education personnel, and the personnel involved in this project. The spirit of cooperation was very much in evidence from the beginning. Dr. John Shelton, State Right to Read Supervisor, was invited to visit home-based students in all districts. He met with staff for review of program improvement and evaluation purposes.

The project director participated in Dr. Shelton's inservice meetings, in addition to the weekly meetings held concerning the project. She also participated in the State Advisory meetings, and served as a group leader in a reading workshop conducted in Montgomery. Student referral and exchange of materials and information concerning the programs was a continuous process.

Also, a big factor in making this project a success was the attitudes expressed by the superintendents of the systems, covered by this project (Appendix P). Every request was promptly and satisfactorily handled, many times far above the original obligation.

Near the end of the program, certificates were awarded the 86 volunteers and 170 of the enrollees who had participated in the program for at least six months (Appendix K).

In all programs, this awarding of certificates was made a special occasion. For example, at the Learning Centers in both Phenix City and Birmingham, an Open House was held, at which time the certificates were awarded. In Tuscaloosa, a breakfast was the setting for awarding the certificates. This seemed to be a very rewarding experience for all those participating, as evidenced by the excellent attendance at each of them. These 86 volunteers contributed 1,734 hours to the program, and were of invaluable assistance in all phases of the program.

The entire professional staff attended five days of training in reading sponsored by the State Department of Education, a two-day workshop on reading sponsored by the State Right to Read and Auburn University, and the National Adult Education Conference in Miami. The state supervisor and one area supervisor attended a three-day Post-Secondary Reading Conference at the University of Alabama. Both area supervisors attended a local school board's Right to Read Workshop, one area supervisor attended a supervisor's reading workshop sponsored by the State Right to Read and the University of Alabama, and the state supervisor attended a national seminar on Adult Education in Flint, Michigan.

Another excellent example of cooperation between the project staff and other phases of other programs occurred when one of the district supervisors aided in setting up and conducting a most impressive banquet at the Holiday Inn in Tuskegee for the regular Adult Basic Education learners, at which time they awarded these learners certificates, as was done in the ABE Right to Read program.

Also, a June 3, 1975 inservice meeting was held in Tuskegee to offer intensive training in the use of the APL modules to those planning to use them.

a. To involve seven Right to Read Demonstration Projects

Since the program was already in operation in seven systems in the five counties, services were extended to three other school systems and one Adult Basic Education Library Center. Work was carried on with ten school systems and one independent library center. The school systems were Montgomery County, Macon County, Russell County, Phenix City, Birmingham City, Jefferson County, Homewood City, Bessemer City, Tuscaloosa City, and Tuscaloosa County, and the ABE Library Center was in Birmingham.

The project director, one area supervisor, and the secretary were based in Montgomery in the State Department of Education facilities. The other area supervisor was based in the ABE Library Center located in Birmingham. The 28 paraprofessionals and 86 volunteers worked from their homes as a base. Although there were only 20 paraprofessionals positions, there were several replacements, making a total of 28 people trained in these positions during the year. The weekly inservice meetings with the paraprofessionals were held at the local boards of education and base offices of the area supervisors.

In addition, throughout the project, 17 inservice training meetings were held in all the counties involved in the project. These inservice sessions involved both volunteers and paraprofessionals for half a day. Consultants from Auburn University, the University of Alabama, and Alabama State University were utilized in presenting these programs. Other program participants included a reading specialist from the South Carolina State Department of Education, Alabama State Department of Education personnel, and Jefferson County Board of Education personnel.

Also, the paraprofessionals met in their local counties once a week for regular training in methods and techniques for teaching reading to adults.

b. *To provide a two-week institute in Adult Basic Education with local and state personnel and Right to Read coordinators*

Continuous inservice training was carried on for those involved in the project. The professional project staff joined the local Adult Basic Education and Right to Read supervisors for an intensive two-week workshop at Auburn University (Appendix A for program of workshop). This workshop was held at the beginning of the project and was designed to acquaint participants with the project, as well as provide skill-training necessary to implement the project. The workshop was attended by 15 representatives of both Adult Basic Education and Right to Read. The project staff, Adult Education consultants, State Department of Education personnel, and Auburn University representatives worked together in planning and carrying out this training workshop.

Course credit was given through Auburn University for this two-week workshop. Up to five hours could be earned for workshop attendance, with an additional five hours available for those who participated in the extensive follow-up. Two of the professional staff earned another five hours in the evaluation process of the adult programs.

The Adult Performance Level (APL) objectives, covering five major performance areas, were set up at the University of Texas, Austin, Texas, under the direction of Dr. Norville Northcutt. This workshop was a continuation of workshops held during the two previous summers, in which modules were designed around the APL objectives. All three of the project's professional staff had been involved in the development of these modules. The director had participated in all three summer workshops, with both area supervisors attending two of the three. In this last workshop, these modules were adapted for use in this project. A curriculum is now being designed from the adapted modules.

The project staff collected all related materials and references for use with the modules that were utilized in this project.

The following are mid-institute and final institute evaluation instruments with the total number of participants checking each item.

MID-INSTITUTE EVALUATION INSTRUMENT

NOTE: Please Do Not Sign Your Name

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree),
SD (Strongly Disagree)

	SA	A	?	D	SD
1. The objectives of this institute are clear to me.	7	4	-	-	-
2. The objectives of this institute are not realistic.	-	-	-	2	8
3. The participants accept the purposes of this institute.	6	5	-	-	-
4. The objectives of this institute are not the same as my objectives.	-	1	-	6	4
5. I am not learning anything new.	-	1	1	-	8
6. The material presented seems valuable to me.	8	1	1	-	1
7. I could learn as much by reading a book.	-	1	-	2	8
8. Possible solutions to my problems are not considered.	-	-	1	2	7
9. The information presented is too elementary.	1	-	-	3	6
10. The speakers really know their subject.	5	5	1	-	-
11. I am stimulated to think about the topics presented.	6	4	-	1	-
12. We work together well as group.	10	1	-	-	-
13. The group discussions are excellent.	7	4	-	-	-
14. There is little time for informal conversation.	1	1	-	4	5
15. I have no opportunity to express my ideas.	-	-	-	5	6
16. I really feel a part of this group.	6	5	-	-	-
17. My time is well spent.	7	3	1	-	-

MID-INSTITUTE EVALUATION INSTRUMENT (continued)

	SA	A	?	D	SD
18. Too much time is devoted to trivial matters.	-	-	-	5	5
19. The information presented is too advanced.	-	-	-	3	8
20. The content is not readily applicable to the important problems in this area.	-	1	1	4	5
21. Theory is not related to practice.	-	-	-	5	6
22. The printed materials that are provided are very helpful.	5	6	-	-	-
23. The schedule should be more flexible.	-	1	1	5	4

FINAL INSTITUTE EVALUATION INSTRUMENT

NOTE: Please Do Not Sign Your Name

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree),
SD (Strongly Disagree)

	SA	A	?	D	SD
1. The objectives of this institute were clear to me.	6	2	-	-	-
2. The objectives of this institute were not realistic.	-	1	-	3	4
3. The participants accepted the purposes of this institute.	4	4	-	-	-
4. The objectives of this institute were not the same as my objectives.	-	-	-	6	2
5. I have not learned anything new.	1	-	-	2	6
6. The material presented seemed valuable to me.	6	3	-	-	-
7. I could have learned as much by reading a book.	-	-	-	4	5
8. Possible solutions to my problems were not considered.	1	-	-	4	4
9. The information presented was too elementary.	-	-	-	7	2
10. The speakers really knew their subject.	4	4	-	-	1
11. I was stimulated to think about the topics presented.	5	4	-	-	-
12. We worked together well as a group.	7	2	-	-	-
13. The group discussions were excellent.	5	4	-	-	-
14. There was little time for informal conversation.	-	-	-	6	3
15. I had no opportunity to express my ideas.	-	-	-	3	6
16. I really felt a part of this group.	7	2	-	-	-
17. My time was well spent.	7	2	-	-	-

FINAL INSTITUTE EVALUATION INSTRUMENT (continued)

		SA	A	?	D	SD
18.	Too much time was devoted to trivial matters.	-	1	-	3	5
19.	The information presented was too advanced.	-	-	-	3	6
20.	The content was not readily applicable to the important problems in this area.	-	-	-	4	5
21.	Theory was not related to practice.	-	-	-	4	5
22.	The printed materials that were provided were very helpful.	6	3	-	-	-
23.	The schedule should have been more flexible.	-	2	-	4	3

Dr. Harry E. Frank, Jr., Associate Professor, Department of Vocational and Adult Education, Auburn University, gave the following evaluation of the two-week workshop held at Auburn University at the beginning of the project.

EVALUATION OF "RIGHT TO READ FOR ADULTS"
TWO WEEK INSTITUTE

The two week "Right to Read for Adults" Institute was especially valuable in providing an orientation to the various administrative and instructional approaches that were to be combined in this pilot project.

A large number of participants (approximately 90 percent) were very positive in their ratings of the components of the institute (Example--clarity of objectives, knowledge of speakers, opportunities for participation, appropriateness of content, etc.) and all participants indicated they would attend another such institute. A few participants made suggestions for improvement. These related to additional materials, more time for institute (three weeks rather than two), more participants from ABE, and more emphasis on developing reading skills.

Major indicators of effectiveness of the institute have been apparent through the successful results of the project. The participants were adequately oriented to expectations of their group in relation to other groups and to the specific target audiences to be served. The clarity of role expectation with a knowledge of practices that would be recommended for particular situations were helpful in initiating the project.

Another related aspect of the institute was the leadership roles assumed by the state professional staff. Their expertise and technical *knowledge was used effectively and the participants recognized the professional ability and willingness of these leaders in helping to direct the program.*

Institute Follow-Up Sessions for the project personnel encouraged the application of principles and practices presented during the institute. Emphasis on this phase was especially worth while for volunteers. The institute was very successful but it might have been improved by providing greater flexibility in program activity selection by participants. If possible, additional materials should be secured and time scheduled for participants to become acquainted with them.

Let's hope that future institutes can be as effective as this one.

The evaluators concluded that the project staff did an outstanding job in more than fulfilling this objective.

Objective 2--To disseminate nationally

a. *To develop and disseminate the booklet, "How to Successfully Recruit the Young, Level I Adult Male"*

b. *To develop and disseminate the booklet, "How to Retain Adult Learners"*

Objective 2 above was as originally stated in the project proposal. On March 20, 1975, permission was granted from the U. S. Office of Education, Department of Health, Education, and Welfare, to combine the two booklets listed in "a" and "b" above (See Appendix L). This change was deemed appropriate for both editorial and dissemination purposes.

The booklet, "Recruitment and Retention of the Adult Learner," has been prepared for dissemination. This was done from information compiled from the project by the state supervisor.

Included in this 42-page booklet were such topics as door-to-door recruitment, general characteristics of the potential adult basic education learner, desirable characteristics for recruiters, how to be a successful recruiter, and other recruitment techniques and ideas. The section on retention covers criteria for selecting adult basic education teacher, some helpful hints, and a self-rating checklist for adult basic education instructors.

Approximately 316 booklets were disseminated over the United States and 81 were disseminated in Alabama with 700 more to be disseminated to ABE teachers and superviosrs at the area inservice meetings in September and October, 1975.

There have been requests for over 2,000 more copies of the booklet from people throughout the country (See Appendix S). Due to the demand for the booklet, the United States Office of Education, Adult Education Division, has arranged with the Center for Resource Development in Adult Education at the University of Missouri to do a second printing of 5,000 copies. The booklet can be otbained from:

Dr. George Spear
Center for Resource Development
in Adult Education
University of Missouri
School of Education
5100 Rockhill Road
Kansas City, Missouri 64110

The following is a listing of groups to which the booklet, "Recruitment and Retention of the Adult Learner," were disseminated, both in-state and out-of-state.

	Number In-State	Number Out-of-State
U.S. Office Personnel	0	12
Regional Program Offices	0	10
State Directors	1	51
State ABE Personnel	722	28
Adult Professional Organizations	1	5
University Personnel	8	45
Superintendents of Education	15	13
Local ABE Teachers and Supervisors	31	146
Library Personnel	3	3
Volunteer Organizations	0	3

The Alabama State Coordinator of Adult Basic Education had 700 copies of the booklet printed for Adult Basic Education Supervisors and teachers in Alabama. These booklets will be disseminated at the area meetings in September, 1975.

In addition to the booklet, approximately 56 personal letters have been written to disseminate information on the project. Also, fliers were printed for mass distribution for publicity purposes. These fliers were distributed in local stores, laundromats, military recruitment centers, churches, employment offices, schools, and community centers.

Adapted for the project was the "Volunteer Handbook," a booklet written by the State supervisor while previously working with the Huntsville Adult Education program. Each of the participants was given a copy and received extensive training.

A brochure was designed and disseminated throughout local communities at mid-year of the project, to explain the project and results.

The brochure was also sent to other states, informing them of the project (Appendix H).

Dissemination within the State Department of Education and local boards has been extensive also. Quarterly reports were mailed to local superintendents and designated State Department of Education officials as a method of public relations and to update information. Area supervisors held conferences with several Adult Basic Education supervisors with reference to such reports (Appendix O).

A two-day workshop was conducted by the state supervisor in conjunction with the Tennessee Adult Basic Education Library project funded through the Appalachian Adult Education Center in Morehead, Kentucky. The workshop was held for volunteers in Cooksville, Tennessee, to learn recruiting methods for adult learners.

The evaluators concluded that an outstanding job was done on this objective, and the results are already being utilized by many adult educators.

Other evaluation measures specified in the proposal were:

1. *Demonstrating the usefulness of volunteers and paraprofessionals in reaching the young, Level I adult learner*

The district supervisors began work in their respective areas immediately following the two-week institute at Auburn University at the onset of the project. Paraprofessionals were recruited through names provided by local Adult Basic Education and Right to Read supervisors, and local school boards. Names of potential employees who had participated in the Adult Basic Education program and completed the GED were provided by local Adult Basic Education personnel. Some Right to Read coordinators recommended aides who had previously been employed in special reading programs. Each area supervisor interviewed and employed the selected number of paraprofessionals for each project site.

Volunteer recruitment was somewhat more involved. Community agencies and groups were contacted for potential volunteers. State and area supervisors visited and spoke to 35 community groups both to acquire volunteers and to seek community support for the project. Mass media aided in recruiting some volunteers. However, these required careful screening.

Two complete days of intensive training were provided for employed paraprofessionals. Volunteers were involved in the first day of training and the second day included only the paraprofessionals (See Appendix B). These workshops were conducted by the professional staff in each area (See Tables 27 and 28).

Continuous inservice was provided for both the volunteers and paraprofessionals throughout the project. Area supervisors met with paraprofessionals on a weekly basis for providing additional skills in teaching reading to adults.

Regular volunteer training sessions were held. A total of 17 meetings with 332 in attendance were conducted during the project. Consultants were utilized for these training sessions.

There were a total of 86 volunteers utilized during the project, contributing a total of 1,734 hours. As noted in Table 23, these volunteers made 530 learner contacts, and the paraprofessionals made 6,593 learner contacts.

Table 22 shows the remarkable reading level improvement evidenced by these adult learners as a direct result of the contacts made by the paraprofessionals and volunteers utilized in this project.

In a study of the four nationally funded Adult Right to Read 309(b) Projects by Dr. Edward Brown, Project Director, Southern Regional Education Board, it was stated that "The Alabama project has been successful in reaching the so-called 'hard core' through home tutoring."

The evaluators agree that this evaluative criteria was very successfully demonstrated.

2. An effective and economical way of recruiting and retaining the young, Level I adult learner

Identification and recruitment of the nonreading young adult was the first priority of this project. The Adult Basic Education program found that the less education the adult had, the more difficult it was to recruit him into the program. It, therefore, became imperative to reach these illiterate hard-core disadvantaged adults by taking the Right to Read program to them in a very personal way.

Since the Special 309(b) Adult Basic Education Right to Read program was new, it was necessary to locate and recruit the low-level or nonreading adults into the program. This was carried out through mass media, agency referrals, door-to-door recruitment, and key community leader referrals.

Table 9 shows how participants learned about the project. The vast majority of adults were enrolled through some type of personal contact. Recruitment efforts involved several communities located within the coverage area, and door-to-door recruitment was done in Phenix City, Montgomery, and Birmingham.

Fifteen organized, door-to-door recruitment endeavors were undertaken during the project. Sites were selected in consultation with local Adult Basic Education personnel. Volunteers and paraprofessionals, in addition to area supervisors, participated. Extensive plans and organizational details were arranged prior to the recruitment (Appendix D for sample recruitment areas). Continuous recruitment efforts were underway throughout the project for ongoing Adult Basic Education classes. Numerous referrals were made through telephone contacts. Concentrated recruitment efforts were made for three full-time learning centers within the project's territory. They were Birmingham's Adult Basic Education Library Center, the Phenix City Adult Learning Center, and the Montgomery Adult Learning Center.

The retention rate of these adult learners was remarkable. Of the 259 enrollees, there were only eight in Jefferson County and nine in Tuscaloosa who did not remain with the program. The reasons these learners gave for termination were given in Table 17.

The evaluators concluded that the project staff did an outstanding job in the recruiting and retention of the young Level I adult learner.

3. *The involvement of statewide and community agencies*

Statewide and community agencies were involved throughout the program, in every facet, from recruiting to disseminating final project results. Community agencies played a big role in the promotion of the project.

A wide variety of support was evidenced from all communities involved in the project. In the section on community involvement, 37 agencies are listed as having cooperated in making the program successful, and which had been meaningfully utilized.

As a result of an article in the Tuscaloosa News, a staff member of Veterans Affairs at the University of Alabama called for assistance and information to begin an on-campus Adult Education program for veterans. The program is very successful, as a result of the area supervisor's assistance, and the employment of one of the project's trained paraprofessionals.

A social worker from Partlow State School in charge of transitional homes called as a result of this same newspaper article and made two referrals for home-based instruction.

Several businesses called as results of similar publicity, and Adult Basic Education was begun in Blount County, adjoining Jefferson County, as a result of these articles. Several businesses have referred employees to the local programs.

A series of career clinics were implemented through the Phenix City Adult Learning Center, and in Montgomery a young man with a severe visual problem was given home-based instruction by a volunteer. He progressed so rapidly he now attends the Montgomery Adult Learning Center.

Further evidence is shown in letters from Superintendents, (Appendix P), as to the excellent cooperation from agencies.

Involvement of state and local officials was also accomplished through the efforts of the project staff. Governor George Wallace declared an "Adult Education Week" for Alabama. Mayor Johnny Ford proclaimed "Adult Education Week" for Tuskeegee, as did Mayor Robinson for Montgomery.

It was concluded by the evaluators that the project staff worked diligently on this aspect of the program , and the results were most successful.

4. *Seven trained, part-time Adult Basic Education local supervisors*

This evaluative measure referred to the local supervisors of the seven programs originally planned for participation in the project. As previously noted, however, the program was already working in seven systems in the five counties, so it was possible to extend services to three other school systems and one Adult Basic Education Library Center.

A total of ten school systems and one independent library center were involved in the project, instead of the planned seven. Either the part-time Adult Basic Education local supervisor or a representative from each system attended the two-week workshop held at Auburn University at the beginning of the project. Excellent cooperation was evidenced by all these local supervisors during the project.

The evaluators felt the project was fortunate in this aspect of the program, and met the objective successfully.

5. *Three trained, full-time Adult Basic Education supervisors*

A State Supervisor and two District Supervisors worked full time on this project. The training of these supervisors was excellent.

The state supervisor had 45 hours above a Master's Degree in Adult Education, and had coordinated the Huntsville Adult Education program for the past five years.

One district supervisor had a doctorate in Adult Education and four years experience, including working with paraprofessionals. The other district supervisor had 23 hours beyond a Master's Degree in Adult Education and six years experience in working with adults.

These three supervisors all worked well above what the requirements specified. Much time was spent in planning, conducting, and attending workshops and inservice meetings. (See Tables 26, 27, and 28)

Constant supervision, interaction, and feedback were a vital part of the programs, and contributed much to the success of the project.

The evaluators strongly felt that the outstanding personnel selected for the project were directly responsible for the overall success of the project.

6. *One hundred Level I learners recruited into the regular ABE program*

Although there was no way to arrive at an exact count of learners recruited into the regular ABE program as a direct or indirect result of this Special 309(b) Project, the State Department of Education final evaluation report shows an increase in ABE enrollees in all the systems in which this project was operating.

The project staff feel they can quite easily personally account for more than the minimum 100 Level I learners, mentioned in this evaluative criteria, being enrolled in the regular ABE program.

From personal observation and discussions with local ABE supervisors, as well as project staff, the evaluators agreed that, although there were no objective data to measure this criteria, there was subjective evidence positive enough to be considered successful in terms of the objective.

7. *One hundred Level I adult learners in home-based study*

As had been the case with most of the evaluative measures, this one was more than adequately met. A total of 259 adult learners were enrolled in the Adult Basic Education Right to Read project (See Tables 10 and 11). Only 17 terminated their programs (See Table 17).

Each of the 20 paraprofessionals had approximately 10 adult learners. The paraprofessionals spent at least one hour per week in direct contact with each learner in the learner's home.

The evaluators concluded that this was a phase of the project in which the staff did an outstanding job, well above the minimum required.

8. *Utilize forty trained volunteers*

The number of volunteers serving in different capacities was shown in Table 24, and the number of hours these volunteers contributed to the project was shown in Table 25. Fourteen volunteers spent 797 hours in the ABE class and/or Learning Center; 22 volunteers contributed 543 hours in home-based instruction; 20 volunteers spent 20 hours in recruitment; and the 30 other volunteers spent 374 hours in other activities, mainly publicity. This was a total of 86 volunteers contributing 1,734 hours to the project.

As shown in Table 23, 530 learner contacts were made by the volunteers. Table 26 shows 86 volunteers receiving inservice training.

The evaluators felt this aspect was certainly met by the project staff very adequately utilizing more than twice the minimum number of trained volunteers.

9. *Individualized course of study for each adult*

Appendix Q shows samples of individualized course of study utilized. A learning plan was developed for each adult based upon his/her objectives for learning. Area Supervisors assisted instructors in selecting appropriate materials. Adjustments were made as needed throughout the learning process. The programs were designed to use materials which were readily available and meaningful to the learner. Such items as newspapers, menus, maps, telephone directories, Bibles, hobby-type information, and consumer-oriented materials were utilized very effectively.

The major series of books used were Books 1 - 5 of The New Streamlined English Series, by New Readers Press. Accompanying these books were post tests to determine the learners' readiness for the next book. Also accompanying the books were weekly newspapers News For You, which were given to each learner each week by the paraprofessionals.

As evidenced by the progress made by the learners and the remarkable retention rate, the evaluators concluded that a very successful job was done in individualizing the course of study for each adult.

10. *Use of APL modules*

The Adult Performance Level (APL) objectives were discussed in Objective 1b. During the past three summers, modules were developed around these objectives, covering five major performance areas. These modules were then adapted for use in this project, during the two-week institute in Adult Basic Education with local and state personnel and Right to Read coordinators. A curriculum is now being designed from the adapted modules.

Related materials and references for use with the modules utilized in this project were collected by the project staff. Inservice training on the use of these modules was a continuous process during the project.

The evaluators were very impressed with the work done in this area, and feel this was one of the areas that will certainly continue to be utilized in Adult Education programs not only in Alabama but throughout the nation.

11. *Comparison between home-based learners and regular Adult Basic Education classes*

Once the project was underway it was found that comparable data did not exist in the part-time regular Adult Basic Education classes to make valid reliable comparisons between the home based adult learners.

Since this criteria was not a primary objective of the project, and due to the organizational structure relative to the project and the cost factor associated with gathering this type data, the evaluators concluded that it would not be feasible to attempt to properly evaluate this evaluative criteria.

12. *Local inservice conducted for volunteers and paraprofessionals*

Table 26 shows that all three of the project's professional staff conducted inservice training, while 28 paraprofessionals and 86 volunteers received inservice training during the project.

Table 27 and 28 give the dates and attendance at Adult Basic Education workshops.

These inservice programs were discussed in the section on inservice training, page 41. Programs for these sessions are in Appendix B.

The evaluators attended some of the workshops and felt they were very well planned and conducted, and that a great deal of the success of the project could be attributed to this.

Reporting Findings

Observations made concerning specific program objectives, evaluation questions, and other critical program components led to the following conclusions:

1. The project staff successfully involved not seven, but ten systems in the Adult Basic Education Right to Read program. (Objective 1a)
2. A very intensive two-week institute in Adult Basic Education was held with local and state personnel and Right to Read coordinators participating. The workshop proved to be very outstanding. (Objective 1b)
3. An outstanding job was done on the development and dissemination of the booklet, "Recruitment and Retention of the Adult Learner," to both a state and national audience. The publication has received state and national attention and has now received wide dissemination. (Objective 2)
4. The project staff did an outstanding job of recruiting and training volunteers and paraprofessionals to reach the young, Level I adult learner.
5. The recruitment process was well organized by the project staff, and conducted very efficiently, with training acutally being able to start before the original target date. The retention rate of these adult learners was remarkable.
6. The project demonstrated very effectively the usefulness of volunteers and paraprofessionals in reaching the Level I adult learner.
7. Statewide and community agencies were very effectively utilized throughout the project due to constant attention to this phase by the project staff.
8. Instead of seven as specified in the proposal, ten trained, part time Adult Basic Education local supervisors were very cooperatively involved in the project.

9. The three highly trained, excellently qualified, full-time Adult Basic Education supervisors were the motivating factors in the success of the project, always exceeding the minimum requirements in each aspect of the program.

10. Even with a lack of an exact count, it was still evident that the results of the project staff's efforts were being felt in the increased enrollment in the regular ABE programs in all systems in which this Special 309(b) Project was operating.

11. There were 359 adult learners in home-based study, well in excess of the 100 planned for in the proposal, and only 17 of these terminated their studies during this time.

12. While only 40 trained volunteers were specified in the proposal, 86 were very effectively utilized during the project.

13. A very comprehensive individualized course of study was well-planned and followed for each adult learner.

14. The APL modules were adapted for specific use with this Special 309(b) Project, related materials and references for use with these modules were collected by the project staff and continuous in-service training was conducted in the use of the modules.

15. Local inservice conducted for volunteers and paraprofessionals was excellent and continuous. The Project staff spent much time and effort in seeing that this aspect of the program was carried out successfully, and the results were evident throughout the project.

In conclusion, it is felt that many of the components of this Special 309(b) Project could, and should, be utilized successfully in dealing with disadvantaged adult learners in almost any setting.

Recommendations

On the basis of the success demonstrated and other selected discussions of this report with regard to the Special 309(b) Project, "Coordinating Right to Read with Adult Basic Education," the following recommendations were made by the evaluators.

1. That home-based instruction be incorporated into all ABE programs, particularly for the disadvantaged adult.
2. That paraprofessionals and volunteers be utilized in the regular ABE programs.
3. That recruiting and retaining methods utilized in this project be used in the ABE programs.
4. That the publication, "Recruitment and Retention of the Adult Learner," developed in the project be utilized by other ABE programs in the state and nation.
5. That coordination of recruiting and training of paraprofessionals and volunteers be at the state level.
6. That at least one professional staff member be available in each county for contact with paraprofessionals and volunteers.
7. That a more in-depth public relations program be implemented to inform the public of what is available and what is being done.
8. That ABE programs use the APL modules that were adapted for this project when appropriate.
9. That additional APL modules be adapted for use in ABE programs throughout the state.
10. That the state ABE program utilize the methods of individualizing instruction for the adult learners that were developed, adapted, and utilized in this project.
11. That career related materials and materials based on daily living skills be utilized more

with the disadvantaged adult learners since they proved to be excellent motivators for these special adults.

V. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS OF PROJECT PERSONNEL

The Alabama State Department of Education Special 309(b) Project, "Coordinating Right to Read with Adult Basic Education," had an impact on five counties; Jefferson, Macon, Montgomery, Russell and Tuscaloosa. The project was to test the effectiveness of reaching the hard-core illiterate through home-based instruction.

Conclusions and recommendations of the third party evaluators were offered in the previous section of the report. Only recommendations of project personnel are offered here.

The project staff offered the following recommendations:

1. That a professional staff member be located in each county who would be readily accessible to the volunteers and paraprofessionals.
2. That local Adult Basic Education staff members be more closely involved in the project.
3. That the project staff, volunteers and paraprofessionals be involved in the local Adult Basic Education Inservice Program.
4. That extensive teaching materials, based upon daily living skills at a low reading level, be developed for use with the adult. The limited number of such materials utilized this year proved to be motivators and interest-getters.
5. That the paraprofessional and volunteer concept be implemented in all Adult Basic Education programs in the state.
6. That the home-based instruction concept be implemented in the regular Adult Basic Education program in order to reach the hardcore uneducated adult.

7. That a state staff member be given the responsibility of helping to recruit and train paraprofessionals and volunteers.

8. That every effort be made to work with community agencies for mutual benefit. Every effort should be made to provide a favorable learning climate for the non-reading adult.

9. That all phases of education should be knowledgeable and concerned about the non-reading adult.

10. That the special project become an integrated aspect of the total Adult Basic Education Program from the state level.

11. That efforts be made throughout the state to upgrade the professionalism of adult educators and improve the image of Adult Education in general. An effective, informative public relations campaign could not only serve to make Adult Basic Education an integral part of all educational systems but also would be an excellent recruitment device.

APPENDICES

APPENDIX A

AUBURN UNIVERSITY WORKSHOP PROGRAM

Monday, July 29, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-9:00	106 Petrie Hall	Get Acquainted Registration	Dr. Robert W. Montgomery Head, Department of Vocational & Adult Education Auburn University Mrs. Bobbie Walden State Supervisor Adult Basic Education - Right to Read Project State Department of Education
9:00-9:30		Welcome	Dr. Truman Pierce, Dean School of Education Auburn University
9:30-10:00		Project Orientation	Mrs. Bobbie Walden
10:00-10:30		BREAK	
10:30-11:30		History and Philosophy of Adult Education	Mr. Norman O. Parker State Coordinator Adult Basic Education State Department of Education
11:30-12:30		LUNCH	
12:30-2:00		History and Philosophy of Right to Read	Dr. Richard McBride Superintendent Tarrant City School System Former Right to Read Coordinator
2:00-2:30		BREAK	
2:30-3:30		General Discussion	Dr. Harry E. Frank Associate Professor Adult Education Auburn University

Wednesday, July 31, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Mrs. Jo Smith Area Supervisor ABE-Right to Read Project State Department of Education
8:30-10:00		The Differences Between Pedagogy and Androgogy	Mrs. Bobbie Walden
10:00-10:30		BREAK	
10:30-11:30		Group Participation Role Playing	Mrs. Bobbie Walden
11:30-12:30		LUNCH	
12:30-2:00		Teaching Reading to Level I Adults	Mrs. Yvonne Hargrove Area Supervisor ABE-Right to Read Project State Department of Education
2:00-2:30		BREAK	
2:30-3:30		General Discussion	Mrs. Yvonne Hargrove

Tuesday, July 30, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Mrs. Bobbie Walden
8:30-10:00		Characteristics of the Adult Learner	Dr. Harry E. Frank

10:00-10:30		BREAK	
10:30-11:30		Group Reaction	Dr. Harry E. Frank
11:30-12:30		LUNCH	
12:30-2:00		Techniques of Teaching Reading to Adults	Mrs. Norma Brewer Adult Reading Consultant Auburn University
2:00-2:30		BREAK	
2:30-3:30		Question & Answer Session	Mrs. Norma Brewer

Thursday, August 1, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Dr. Harry E. Frank
8:30-10:00		Supervisor-Administrator Relationships	Dr. Foster Watkins Assistant Dean School of Education Auburn University
10:00-10:30		BREAK	
10:30-11:30		Question and Answer Session	Dr. Foster Watkins
11:30-12:30		LUNCH	
12:30-2:00		Working with Adult Problems in Personal-Social and Economic Living	Dr. William Berryman Assistant Director Division of Instruction State Department of Education
2:00-2:30		BREAK	
2:30-3:30		General Discussion	Mrs. Jo Smith

Friday, August 2, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Dr. Harry E. Frank
8:30-10:00		How to Recruit Adults into ABE Programs	Mrs. Bobbie Walden
10:00-10:30		BREAK	
10:30-11:30		Role Playing	Dr. Harry E. Frank
11:30-12:30		LUNCH	
12:30-3:30		Develop Recruitment Materials	

Monday, August 5, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Dr. Harry E. Frank
8:30-10:00		Teaching Reading by Using APL Modules	Mrs. Jo Smith Area Supervisor ABE-Right to Read Project State Department of Education
10:00-10:30		BREAK	
10:30-11:30		Group Reaction	Mrs. Jo Smith
11:30-12:30		LUNCH	
12:30-2:00		Adult Learner Evaluation	Dr. Bob Drake, Director Occupational Research Unit Auburn University
2:00-2:30		BREAK	
2:30-3:30		Developing Pre & Post Test Techniques	Dr. Bob Drake

Tuesday, August 6, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Dr. Harry E. Frank
8:30-10:00		Personalizing Instruction	Mrs. Shirley Castelli Adult Learning Lab Instructor-Supervisor Huntsville City Schools Adult Education Program
10:00-10:30		BREAK	
10:30-11:30		Group Reaction Examine Level I Reading Materials	Mrs. Shirley Castelli
11:30-12:30		LUNCH	
12:30-2:00		Criteria for Selecting Paraprofessionals and Volunteers	Mrs. Jo Smith
2:00-2:30		BREAK	
2:30-3:30		Training Paraprofessionals and Volunteers	Mrs. Jo Smith

Wednesday, August 7, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Mrs. Bobbie Walden
8:30-10:00		Adult Counseling	Dr. Harry E. Frank
10:00-10:30		BREAK	
10:30-11:30		Group Reaction	Dr. Harry E. Frank

11:30-12:30		LUNCH	
12:30-1:30		Utilization of Public Library with Adult Learners	Mr. Sam Hughston Area Advisor Adult Basic Education Section State Department of Education
1:30-2:00		General Discussion	Mr. Sam Hughston
2:00-2:30		BREAK	
2:30-3:30		Right to Read Program for 1975	Mrs. Nelle Hause Reading Specialist Assistant Coordinator Right to Read State Department of Education

Thursday, August 8, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Dr. Harry E. Frank
8:30-10:00		Developing Publicity Materials for Local Program	Mrs. Bobbie Walden
10:00-10:30		BREAK	
10:30-11:30		Developing Publicity Materials for Local Program	Mrs. Bobbie Walden Mrs. Yvonne Hargrove Mrs. Jo Smith
11:30-12:30		LUNCH	
12:30-2:00		Presentation of Publicity Materials	Group
2:00-2:30		BREAK	
2:30-3:30		Presentation of Publicity Materials	Group

Friday, August 9, 1974

TIME	LOCATION	CONTENT AREA	RESOURCE PERSONS
8:10-8:30	106 Petrie Hall	Announcements	Mrs. Bobbie Walden
8:30-10:00		Developing Reporting Forms	Mr. Bob W. Walden Advisor Adult Basic Education Section State Department of Education
10:00-10:30		BREAK	
10:30-11:30		Final Evaluation	Dr. Harry E. Frank Dr. Bob Drake

CONSULTANTS

Dr. William Berryman
Assistant Director
Division of Instruction
State Department of Education

Mrs. Norma Brewer
Adult Reading Consultant
Auburn University

Mrs. Shirley Castelli
Adult Learning Lab
Instructor-Supervisor
Huntsville City Schools
Adult Education Program

Dr. Bob Drake, Director
Occupational Research Unit
Auburn University

Mrs. Nelle Hause
Reading Specialist
Assistant Coordinator
Right to Read
State Department of Education

Mr. Sam Hughston, Area Advisor
Adult Basic Education
State Department of Education

Dr. Richard McBride, Superintendent
Tarrant City Board of Education
Former Right to Read Coordinator

Dr. Robert W. Montgomery, Head
Department of Vocational & Adult Education
Auburn University

Mr. Norman O. Parker
State Coordinator
Adult Basic Education
State Department of Education

Dr. Truman Pierce, Dean
School of Education
Auburn University

Mr. Bob W. Walden, Advisor
Adult Basic Education
State Department of Education

Dr. Foster Watkins
Assistant Dean
School of Education
Auburn University

STAFF

Dr. Harry E. Frank
Institute Director
Associate Professor
Adult Education

Mrs. Yvonne Hargrove
Area Supervisor
Adult Basic Education - Right to Read Project
State Department of Education

Mrs. Jo Smith
Area Supervisor
Adult Basic Education - Right to Read Project
State Department of Education

Mrs. Bobbie Walden
State Supervisor
Adult Basic Education - Right to Read Project
State Department of Education

APPENDIX B

SAMPLE INSERVICE PROGRAM

AGENDA

ADULT BASIC EDUCATION - RIGHT TO READ VOLUNTEER AND PARAPROFESSIONAL WORKSHOP

2115 7th Avenue, North
Birmingham, Alabama

September 16,1974

9:00-9:10	Welcome and Introduction	Mrs. Jo Smith Area Supervisor ABE - Right to Read Project State Department of Education
9:10-9:15	Adult Basic Education State Program	Mr. Norman O. Parker State Coordinator Adult Basic Education State Department of Education
9:15-9:20	Alabama Right to Read State Program	Dr. John Shelton State Coordinator Right to Read Project State Department of Education
9:20-9:25	Adult Basic Education Right to Read Project	Mrs. Bobbie L. Walden State Supervisor ABE - Right to Read Project State Department of Education
9:25-10:30	Characteristics of the Adult Learner	Dr. Harry E. Frank Associate Professor Adult Education Auburn University
10:30-10:45	BREAK	
10:45-11:15	Teaching Reading to Adults	Mrs. Yvonne Hargrove Area Supervisor ABE - Right to Read Project State Department of Education
11:15-12:00	Role of Volunteer Examine Handbook	Mrs. Jo Smith Area Supervisor ABE - Right to Read Project State Department of Education

APPENDIX C

INDIVIDUAL FORMS USED IN PROGRAM

ABE - RIGHT TO READ PROGRAM
INDIVIDUALIZED EDUCATIONAL PROGRAM
(KEEP IN LEARNER'S FOLDER)

DATE ______

AME ______

URPOSE ______

ATERIAL	ORDER	TIME	GOALS

ABE FORM 0022 Revised March 1973

PERMANENT RECORD CARD - ALABAMA ADULT BASIC EDUCATION PROGRAM

(To be completed by teacher and kept on file in school)

1. Name of learner Mr. / Mrs. / Miss ______________________ Social Security No. __________ Date of birth __________

2. Address ______________________ City ______________ Zip ________

3. Marital status ( ) Married ( ) Single ( ) Widowed ( ) Divorced ( ) Separated

4. Sex ( ) Male ( ) Female 5. Race ( ) White ( ) Negro ( ) Other

6. Age ( ) 16-24 ( ) 25-34 ( ) 35-44 ( ) 45-54 ( ) 55-64 ( ) 65 & Over

7. Years lived in Alabama __________ 8. Civic organizations ______________

9. Number of children __________ 10. Number of children in school __________

11. Number of people living in home __________ 12. Employed ( ) Yes ( ) No

13. Public assistance ( ) Welfare ( ) Social Security ( ) OASI

14. Grade completed ________ Grade parents completed in school Mother _____ Father _____

15. Date of ABE enrollment ____________ 16. Entry Level ( ) I ( ) II

17. Date of re-entry ______________ 18. Re-entry Level ( ) I ( ) II

19. Grade level evaluation at time learner entered class:
Reading ________ Writing ________ Arithmetic ________ Language ________

20. Major reason for enrolling in ABE class ( ) Get a job ( ) Get a better job
( ) Self improvement ( ) Social ( ) Other

----------------- (To be completed after separation of learner from ABE class) ---------------

21. Completed Level ( ) I ( ) II ( ) GED

22. Separation from class:
1st Date __________ Reason ______________ Teacher ______________
2nd Date __________ Reason ______________ Teacher ______________

23. Number of weeks enrolled in class (1) __________ (2) __________

24. Final grade level evaluation (1st date)
Reading ________ Writing ________ Arithmetic ________ Language ________

Final grade level evaluation (2nd date)
Reading ________ Writing ________ Arithmetic ________ Language ________

School ______________________ System ______________________

ADULT BASIC EDUCATION -
RIGHT TO READ PROJECT

DAILY REPORT

Date________________ Total Mileage________________ Total Time________________

Learner Contact	Address	Results and/or Comments

Sign ________________________________

Date ________________________________

This form to be given to supervisor at weekly conference.

ADULT BASIC EDUCATION -
RIGHT TO READ PROJECT

Name ______________________________

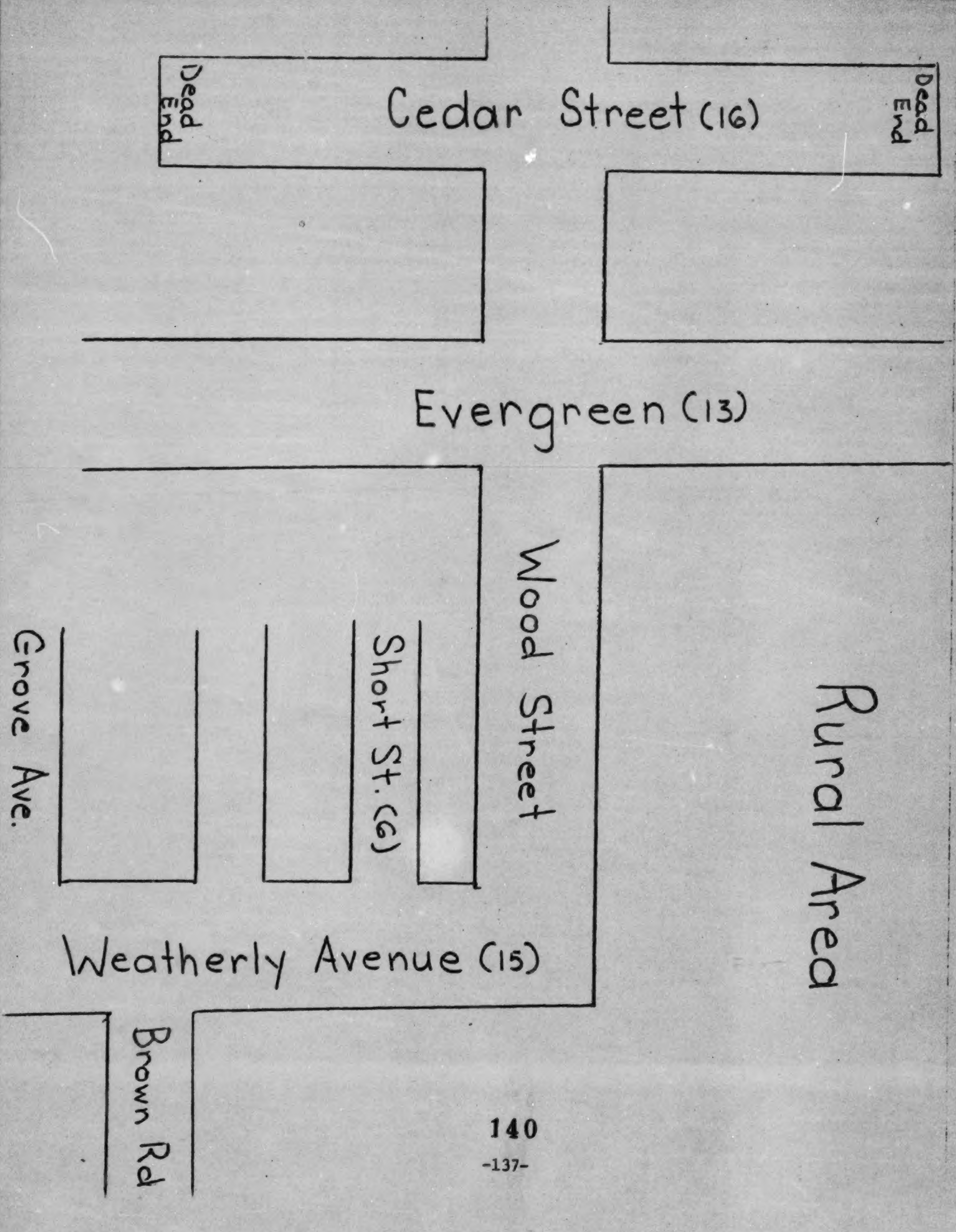
Plans for week of ___________________

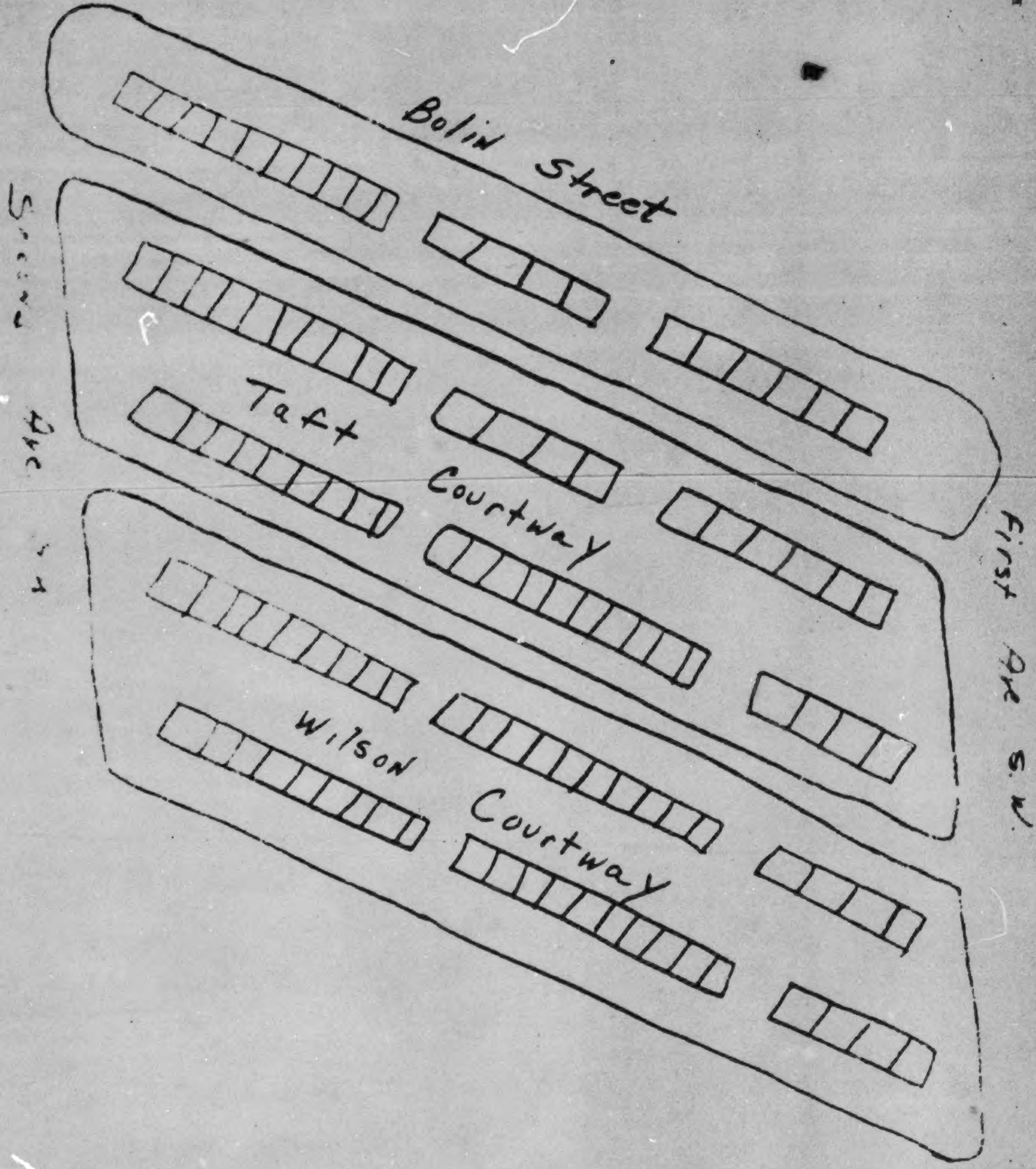
Date	Approximate Time	Learner Contact	Address	Plans

This form to be given to supervisor at weekly conference.

APPENDIX D

SAMPLE MAPS OF RECRUITMENT AREAS


Dead End
Cedar Street (16)
Dead End
Evergreen (13)
Wood Street
Short St. (6)
Grove Ave.
Rural Area
Weatherly Avenue (15)
Brown Rd


Bolin Street
Second Ave S.W.
Taft Courtway
Wilson Courtway
First Ave S.W.

APPENDIX E

LIST OF PARAPROFESSIONALS, VOLUNTEERS, AND LEARNERS AS OF DECEMBER, 1974

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City

Paraprofessional - Juanita Howard

Learner	Address	Weekly Hours
1. Mattie Dubose	Rehab Center, Tuskegee, AL	1 hr
2. Hattie Hawkins	Rehab Center, Tuskegee, AL	1 hr
3. Maxine Henry	Rehab Center, Tuskegee, AL	1 hr
4. Inez Harrison	Rehab Center, Tuskegee, AL	1 hr
5. Lester Pace	Rehab Center, Tuskegee, AL	1 hr
6 Percy Patrick	Rehab Center, Tuskegee, AL	1 hr
7. Eugene McCloud	Rehab Center, Tuskegee, AL	1 hr
8. Johnny Scott	Rehab Center, Tuskegee, AL	1 hr
9. Patricia Swain	Rehab Center, Tuskegee, AL	1 hr
10. Delois Williams	Rehab Center, Tuskegee, AL	1 hr

Paraprofessional - Larry Solomon

Learner	Address	Weekly Hours
1. Nellie Hawkins	231 Azelea St., Tuskegee, AL	1 hr
2. Clinton Hutcherson	317 Foster St., Tuskegee, AL	1 hr
3. Calvin Nettles	Rt. 2 Box 40, Tuskegee, AL	1 hr
4. Annie Louise McBride	Rt. 1 Box 143-A, Tuskegee, AL	1 hr
5. Timothy McBride	Rt. 1 Box 143-A, Tuskegee, AL	1 hr
6. Patricia Millnry	391 Foster St., Tuskegee, AL	1 hr
7. Shirley Parker	231 Azelea St., Tuskegee, AL	1 hr
8. Jimmie Ricks	317 Foster St., Tuskegee, AL	1 hr
9. Rosa Mae Rush	319 Foster St., Tuskegee, AL	1 hr
10. Bertha Simmons	101 Pruitt St., Tuskegee, AL	1 hr

Paraprofessional - Caldonia Smith

Learner	Address	Weekly Hours
1. Doris Adams	153 Elm St., Tuskegee, AL	1 hr
2. Eva Mae Bentty	150 Elm St., Tuskegee, AL	1 hr
3. Pearlie Clopton	115 Auburn St., Tuskegee, AL	1 hr
4. Mattie Grant	174 Pruitt, Tuskegee, AL	1 hr
5. Corine Moore	152 Elm St., Tuskegee, AL	1 hr
6. Heneretta Pearson	Rt. 1 Box 151, Tuskegee, AL	1 hr
7. Dorothy Phillips	Rt. 1 Box 73, Tuskegee, AL	1 hr
8. Eddie Simon	150 Elm St., Tuskegee, AL	1 hr
9. Lula Turpin	Rt. 1, Box 213, Tuskegee, AL	1 hr
10. Mary White	Old Chehaw Rd., Tuskegee, AL	1 hr

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Volunteer - Mrs. Clemmie Clements - Rt. 1 Box 418, Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - John Davis - 308 Daily St., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Louise Fields - P.O. Box 718, Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Sallie M. Fuller - 239 Marable Subdivision, Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Mrs. Ada Green - 101 Sunset Ave., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Mrs. Myrtle Kennedy - 805 Washington Ave., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
She has twenty-eight learners at the Rehab Center in Tuskegee		

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Volunteer - Mary A. King - 207 Crenshaw Cir., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Julia Ligm - 360 Factro St., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Mrs. Moore - Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners - she has recruited ten for home-based instruction		

Volunteer - Mrs. B.O. Morrow - 307 Clark Ave., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Clarice Moss - P.O. Box 189, Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Marilyn Pajot - School St., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Volunteer - Willie Mae Peterson - 249 McNair St., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Caldonis Smith - P.O. Box 74, Fort Davis, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Hattie Stuart - Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Elaise Tanner - 398 Foster St., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Emma Woods - 108 Camellia St., Tuskegee, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Learners - Volunteers are being sought to work with them

1. Mrs. Green
2. Mrs. Brown
3. Mrs. Faulkner

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Paraprofessional - Gene Hill

Learner	Address	Weekly Hours
1. Sylvester Cleveland	1809 Gibbs Cir., Montgomery, AL	1 hr
2. Mildred Hand	2261 Traction Ave., Montgomery, AL	1 hr
3. Fannie Hawkins	1523 N Ripley, Montgomery, AL	1 hr
4. Joseph Hawkins	1523 N Ripley, Montgomery, AL	1 hr
5. Ellen Judge	2203 Traction Ave., Montgomery, AL	1 hr
6. Loretha Phillips	416 Finley Ave., Montgomery, AL	1 hr
7. Claude Steward	621 Keystone St., Montgomery, AL	1 hr
8. Willie Steward	621 Keystone St., Montgomery, AL	1 hr
9. Ruthie Vance	3040 N Rick Dr., Montgomery, AL	1 hr
10. Roxie White	2261 Traction Ave., Montgomery, AL	1 hr

Paraprofessional - Mary Nelson

Learner	Address	Weekly Hours
1. Helen Carter	2215 Western Blvd., Montgomery, AL	1 hr
2. Irene Dixon	Rt. 8 Box 188, Montgomery, AL	1 hr
3. Emma Ferguson	3831 Old Haynesville Rd.,Montgy, AL	1 hr
4. Elizabeth Hindle	Rt. 8 Box 182, Montgomery, AL	1 hr
5. Gurthie Jackson	3651 Lehigh, Montgomery, AL	1 hr
6. Annie Johnson	Rt. 8 Box 7, Montgomery, AL	1 hr
7. Dorothy Johnson	Rt. 8 Box 7, Montgomery, AL	1 hr
8. Williella Meriwether	Rt. 8 Box 120, Montgomery, AL	1 hr
9. Mack Rankins	3185 Ellis Dr., Montgomery, AL	1 hr
10. Louise Thomas	3526 Lamuck St., Montgomery, AL	1 hr

Paraprofessional - Nellie Parker

Learner	Address	Weekly Hours
1. Lena Boykins	630 Plazer, Montgomery	1 hr
2. Johnnie Boykins	3180 Roundtree Rd., Montgomery, AL	1 hr
3. David Brooks	3031 Roundtree Rd., Montgomery, AL	1 hr
4. David Frazier	555 N Union Cir., Montgomery, AL	1 hr
5. Madison Jenkins	867 Erkinson St., Montgomery, AL	1 hr
6. David Oliver	737 Iris Ln., Montgomery, AL	1 hr
7. James Rone	753 Early St., Montgomery, AL	1 hr
8. Susie Smitty	555 N Union Cir., Montgomery, AL	1 hr
9. Haywood Turner	1600 Hardway St., Montgomery, AL	1 hr
10. Beatrice Turner	30 Anthony Rd., Montgomery, AL	1 hr

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Volunteer - Carol Boyer - 728 Pine Forest Dr., Wetumpka, AL

Learner and/or type of work	Address	Weekly Hours
1. Mrs. Mimi Tucker	3907 Kimberly, Montgomery, AL	
2. Nereida Headley	3710 Sherwood Dr., Montgomery, AL	

Volunteer - Mrs. Janet Brantley - 4176 Hickory Dr., Montgomery, AL

Learner and/or type of work	Address	Weekly Hours
Works at the Adult Learning Center in Montgomery		

Volunteer - Mrs. Sarah Hamilton - 1964 Ridge Ave., Montgomery, AL

Learner and/or type of work	Address	Weekly Hours
Eugene Jordon	702 Johnson Ave., Montgomery, AL	

Volunteer - Mrs. Edna Mosley - 633 Bullock St., Montgomery, AL

Learner and/or type of work	Address	Weekly Hours
1. Arthur Adams	3923 Nassau, Montgomery, AL	
2. Pearlean Adams	3923 Nassau, Montgomery, AL	
3. Jimmy Adams	3769 Gaston, Montgomery, AL	
4. Herbert Green	281 S Ripley St., Montgomery, AL	

Volunteer - Mrs. Eunice Williams - 1947 Norman Bridge Rd., Montgomery, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Mrs. Charlotte Mussager, Director of the Voluntary Action Center, recruited Volunteers.

The Junior Capital Womens' Club placed posters in local firms.

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Paraprofessional - Willow Feagins

Learner	Address	Weekly Hours
1. Carrie Bellamy	813 13th Ct., Phenix City, AL	1 hr
2. Johnny Dixon	49-A L.P. Stough Apts, Phenix City,AL	1 hr
3. Annie Pearl Green	13-A L.P. Stough Apts, Phenix City,AL	1 hr
4. Inez Jones	H-8 Edmond Estates, Phenix City, AL	1 hr
5. Sammy Parker	88-A L.P. Stough Apts, Phenix City,AL	1 hr
6. Daisy Parker	88-A L.P. Stough Apts, Phenix City,AL	1 hr
7. Lewis Russell	311-B E.K. Garrett Apts, Phenix City	1 hr
8. Billy Tennell	101-A E.K. Garrett Apts, Phenix City	1 hr
9. Ola Tennell	101-A E.K. Garrett Apts, Phenix City	1 hr
10. Theresa Tolbert	I-5 Edmond Estates, Phenix City, AL	1 hr

Paraprofessional - Mary McFarlin

Learner	Address	Weekly Hours
1. Geneva Coty	39-A L.P. Stough Apts, Phenix City,AL	1 hr
2. Sherry Davis	15-A L.P. Stough Apts, Phenix City,AL	1 hr
3. Alice King	102 15th Ave., Phenix City, AL	1 hr
4. Lillie Lampkins	15-B L.P. Stough Apts, Phenix City,AL	1 hr
5. Eddie Richardson	100 15th Ave., Phenix City, AL	1 hr
6. Christine Sampson	34-B L.P. Stough Apts, Phenix City,AL	1 hr
7. Katie Simmons	35-B L.P. Stough Apts, Phenix City,AL	1 hr
8. Mary Rose Thomas	305-C F. Douglas Apts, Phenix City,AL	1 hr
9. Susie B. Watson	M-2 Edmond Estates, Phenix City, AL	1 hr
10. Cecil Williams	16-B L.P. Stough Apts, Phenix City,AL	1 hr

Paraprofessional - Carrie Miles

Learner	Address	Weekly Hours
1. Emma George	431 S Seale Rd., Phenix City, AL	1 hr
2. Edna Gordon	82-B L.P. Stough Apts, Phenix City,AL	1 hr
3. Ruth Jenkins	811 5th Pl., Phenix City, AL	1 hr
4. California Jones	89-A L.P. Stough Apts, Phenix City,AL	1 hr
5. Pat Mahaffey	4211 Surry Lane Dr., Phenix City, AL	1 hr
6. Cora Lee Miles	1-B L.P. Stough Apts, Phenix City, AL	1 hr
7. Ervin Miles	1-B L.P. Stough Apts, Phenix City, AL	1 hr
8. Elnora Oates	Rt. 2, Box 611, Phenix City, AL	1 hr
9. Debra Screws	H-2 Edmond Estates, Phenix City, AL	1 hr
10. Katie Thomas	31-A L.P. Stough Apts, Phenix City,AL	1 hr

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Paraprofessional - Ada Patterson

Learner	Address	Weekly Hours
1. Sallie Brooks	32-B L.P. Stough Apts, Phenix City,AL	1 hr
2. Barbara Broom	J-7 Edmond Estates, Phenix City, AL	1 hr
3. Lillian Cook	J-2 Edmond Estates, Phenix City, AL	1 hr
4. Yvonne Ellis	28-B L.P. Stough Apts, Phenix City,AL	1 hr
5. Gloria Jean Hodge	800 9th St.S, Phenix City, AL	1 hr
6. Rosie Mae Hodge	800 9th St.S, Phenix City, AL	1 hr
7. Harold Mayo	1512 S 3rd St., Phenix City, AL	1 hr
8. Barbara Stith	4-3 Edmond Estates, Phenix City, AL	1 hr
9. Margie Thurman	200 B St., Phenix City, AL	1 hr
10. Bertha White	28-B L.P. Stough Apts, Phenix City,AL	1 hr
11. David T. Williams	100-B E.K. Garrett Apts, Phenix City	

Volunteer - Rosa Allen - Rt. 2 Box 90, Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Barbara Garrett - Rt. 2 Box 44, Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Nina Jo Keel - 3400 Summerville Rd., Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Emma McCoy - 100 N 16th Ave., Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Volunteer - Rosa Parks - 4219 Swann St., Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Sylvodia Phillips - 6-A L.P. Stough Apts, Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Clara Pitts - 1302 15th St., Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Shirley Randall - 1221 10th St., Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Earline Richardson - 300 F.D. Apt., Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Maxine Robbins - B-6 Edmond Estates, Phenix City, AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Macon County, Montgomery and Phenix City
(cont.)

Volunteer - Lillie Rutherford - 1302 6th Pl.,Edmond Estates, Phenix City,AL

Learner and/or type of work	Address	Weekly Hours
Recruits Learners		

Volunteer - Harriet Sanders - 301 25th St., Phenix City, AL

Learner and/or type of work		
Recruits Learners		

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa

Paraprofessional - Annie P. Alexander

Learner	Address	Weekly Hours
1. Walter Brooks	1308 Ave. I, Ensley, Birmingham, AL	1 hr
2. Robert Bryant	2509 15th St., Ensley, Birmingham, AL	1 hr
3. Jerry Crenshaw	923 Ave. S, Ensley, Birmingham, AL	1 hr
4. Herman Danzey	2429 Ave. B, Ensley, Birmingham, AL	1 hr
5. Annie L. Hutchinson	2513 6th Ave. N, Birmingham, AL	1 hr
6. Elijah Morgan	1431 Meredith, Birmingham, AL	1 hr
7. Ruby Morgan	1431 Meredith, Birmingham, AL	1 hr
8. Ralph Robinson	Rt. 1 P.O.Box 1565, Brownsville, AL	1 hr
9. Ellen White	1000 23rd Pl., N, Birmingham, AL	1 hr

Paraprofessional - Becky Bolton

Learner	Address	Weekly Hours
1. Edna Bey	439 3rd St. W, Birmingham, AL	1 hr
2. Asliee Butts	2422 5th Ter. N, Birmingham, AL	1 hr
3. Annie Phillips	75 Graymont Ave. W, Birmingham, AL	1 hr
4. Billy Johnson	401 Elyton Parkway, Birmingham, AL	1 hr
5. Lula Knight	58 4th Ct. W, Birmingham, AL	1 hr
6. Janice VanDevender	326 Elyton Parkway, Birmingham, AL	1 hr

Paraprofessional - Ruth Fowler

Learner	Address	Weekly Hours
1. Mr. Sam Baockle	400 21st Ave. S, Birmingham, AL	1 hr
2. Mrs. Felix Companatta	605 4th Ave. W, Birmingham, AL	1 hr
3. Mr. Roheit Duncan	817 12th St. SW, Birmingham, AL	1 hr
4. Mr. Lawson Hosey	7313 Jappa Ave., Birmingham, AL	1 hr
5. Mrs. Ruth Jackson	124 Ave. F, S, Birmingham, AL	1 hr
6. Mrs. Irena Karakis	2534 Beverly Dr., Birmingham, AL	1 hr

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Paraprofessional - Faye McKerall

Learner	Address	Weekly Hours
1. Rose Miller	3314-A Cliff Rd., Birmingham, AL	1 hr
2. Bijaya Misra	3400 Tequesta Ln., Birmingham, AL	1 hr
3. James Moody	Rt. 11 P.O.Box 33, Birmingham, AL	1 hr
4. Mattie Moore	1438 Thomason, Tarrant, AL	1 hr
5. Vanassa Simpson	1438 Thomason, Tarrant, AL	1 hr
6. Esther Skurko	1517 Cresthill Rd., Birmingham, AL	1 hr
7. Willie Lee Taylor	7573 66th Ct., W, Birmingham, AL	1 hr

Paraprofessional - Gracie Williams

Learner	Address	Weekly Hours
1. Fannie Allen	3508 Huntsville Rd., Birmingham, AL	1 hr
2. Temada Arthur	3103 32nd Ave. N, Birmingham, AL	1 hr
3. Louisanna Burnell	3073 30th Ave. N, Birmingham, AL	1 hr
4. Mollie Jones	3093 30th Ave. N, Birmingham, AL	1 hr
5. Fannie Lee	3002 31st St. N, Birmingham, AL	1 hr
6. Jo Ann Little	3052 29th Ave. N, Birmingham, AL	1 hr
7. Helen Stinson	3152 44th Ave. N, Birmingham, AL	1 hr
8. Mrs. Epsie White	2510 26th Ave. N, Birmingham, AL	1 hr
9. Lucy Williams	3052 29th Ave. N, Birmingham, AL	1 hr

Paraprofessional - Eula Wright

Learner	Address	Weekly Hours
1. Tyrone Abbott	3228 17th St. Apt.C, Birmingham, AL	1 hr
2. Ella Benson	4114 30th St. N, Birmingham, AL	1 hr
3. Walter Cole	2406 12th Ave. N Apt.2, Birmingham, AL	1 hr
4. Johnnie Mae Jones	1634 5th St. N, Birmingham, AL	1 hr
5. Annie Jordon	6905 59th Ave., Birmingham, AL	1 hr
6. Effie Massengale	1627 25th Ave. N, Birmingham, AL	1 hr
7. Elizabeth Weller	2204 26th Ave. N, Birmingham, AL	1 hr
8. Joseph Wright	3021 46th Ave. N, Birmingham, AL	1 hr

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Volunteer - Rose Abramoff - 2213 7th Ave. N Apt. E, B'ham, AL (W)

Learner and/or type of work	Address	Weekly Hours
Recruits learners in the central city housing project, where she lives		

Volunteer - Frances Bentzel - 2842 Thornhill Rd, B'ham, AL (W)

Learner and/or type of work	Address	Weekly Hours
Will work with Homewood ABE after Jan. 1. Recruited through Church Women - United		

Volunteer - Etta B. Canady - Rt.1 Box 824C, B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Works at ABE Library Thursdays with learners she recruited. Recruited through RSVP.		4 hrs

Volunteer - Leona M. Cartwright - 731 S, 10th Ave., B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Works at ABE Library Tuesdays. Recruited two volunteers. Recruited through Black Federated Womens' Club		2 hrs

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Volunteer - Alberta Davis - 1613 N 24th Ave., B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Works at ABE Library helping Faye Thomas		

Volunteer - Barbara Ezell - 605 Dunmore Cir., B'ham, AL (W)

Learner and/or type of work	Address	Weekly Hours
Works at ABE Library Wed. Recruited through Volunteer Bureau		2 hrs

Volunteer - Nancy Fritz - 5520 11th Ave. S, B'ham, AL (W)

Learner and/or type of work	Address	Weekly Hours
James Winfield She was recruited through Church Women United	Rt. 6 Box 327, Birmingham, AL	

Volunteer - Mary Lou Gray - 3548 Hampshire Dr., B'ham, AL (W)

Learner and/or type of work	Address	Weekly Hours
Carries books to jail on Mondays		

Volunteer - Sharon Holmes - 2415 20th Ave. N #A, B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Worked at jail four days weekly. Now Works at ABE Library. Recruited through newspaper article.		4 hrs

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Volunteer - Louise King - 530 2nd St. SW, B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Visits nutrition sites over the county and recruits for ABE Program. Recruited from RSVP		

Volunteer - Ella Mae Peques - 1700 27th Ave. S, B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Recruits for ABE class in Homewood. She is an Advisory Committee member.		

Volunteer - Irma Reynolds - 2528 Central Ave. S, B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Recruits for ABE class in Homewood. She is an Advisory Committee member.		

Volunteer - Jean Rickles - 116 Pine Tree Cir., Fairfield,)AL (W)

Learner and/or type of work	Address	Weekly Hours
Alvin Crawford She was recruited from the television show	1946 Warrior Rd.,Fairfield, AL	

Volunteer - Mrs. Joe E. Smith - 467A 4th St. N, B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Will work with ABE class at Smithfield Library. Recruited through television show		

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Volunteer - Mrs. Frances Stewart - Rt.1 Box 528, B'ham, AL (W)

Learner and/or type of work	Address	Weekly Hours
Mr. Leon Hollis She was recruited through Baptist Church of the Covenant	Rt. 6, Moody, Birmingham, AL	

Volunteer - Anne J. Winfield - Rt. 6 Box 327, B'ham, AL (B)

Learner and/or type of work	Address	Weekly Hours
Mary Brown	36 7th Ave. S, Birmingham, Al	

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Paraprofessional - James Jackson

Learner	Address	Weekly Hours
1. Michael Cunningham	1121 22nd Ave., Tuscaloosa, AL	1 hr
2. Charles Glass	1922 1st St. NE, Tuscaloosa, AL	1 hr
3. Johnnie Mae Hines	814 37th Ave., Tuscaloosa, AL	1 hr
4. Irene Hopkins	78-A Hay Ct., Tuscaloosa, AL	1 hr
5. Cora Lee Jackson	1403 42nd Ave. Holt, Tuscaloosa, AL	1 hr
6. Tommy Mohley	1100 21st St. E, Tuscaloosa, AL	1 hr
7. Jesse Peoples	3204 7th St., Tuscaloosa, AL	1 hr
8. Richard Sanders	26th Ave. Northport-Northport Jr. High	1 hr

Paraprofessional - Lani Ray

Learner	Address	Weekly Hours
1. Mary Adams	101-A McKenzie Ct., Tuscaloosa, AL	1 hr
2. Ada Bell Amerson	108-B McKenzie Ct., Tuscaloosa, Al	1 hr
3. Mattie Archibald	41-A McKenzie Ct., Tuscaloosa, Al	1 hr
4. Mittie Barnes	108-B McKenzie Ct,, Tuscaloosa, AL	1 hr
5. Dottie Mae Brown	109 McKenzie Ct., Tuscaloosa, AL	1 hr
6. Maggie Burton	103-C McKenzie Ct., Tuscaloosa, AL	1 hr
7. Violet Ennis	41-A McKenzie Ct., Tuscaloosa, AL	1 hr
8. Mary Lee McGiffert	Fosters, AL	1 hr

Volunteer - Agnes Adair - 522 15th Ave., Tuscaloosa, AL (W)

Learner and/or type of work	Address	Weekly Hours
Mary Wilson	108-C McKenzie Ct., Tuscaloosa,AL	

Volunteer - Alice M. Adams - 3912 3rd Ave. E, Tuscaloosa, Al (W)

Learner and/or type of work	Address	Weekly Hours
Betty Gibson	3504 22nd St., Tuscaloosa, AL	

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Volunteer - Mabel Adams - 301 Thomas St., Tuscaloosa, AL (W)

Learner and/or type of work	Address	Weekly Hours
Rosie Weems Another volunteer recruited her.	C-2 West Cir., Tuscaloosa, AL	

Volunteer - Rosemary Daniel - 233 Cedar Crest, Tuscaloosa, AL (W)

Learner and/or type of work	Address	Weekly Hours
Moody Strain	92 West Cir., Tuscaloosa, AL	

Volunteer - Jane Drewry - 9 Woodridge Rd., Tuscaloosa, AL (W)

Learner and/or type of work	Address	Weekly Hours
Molly Mayhew	109-A McKenzie Ct., Tuscaloosa, AL	

Volunteer - Hilda Harrison - 13 Beech Hills Dr., Tuscaloosa, AL (W)

Learner and/or type of work	Address	Weekly Hours
Effie Dunn	E-4 West Cir., Tuscaloosa, AL	

Volunteer - Julia Howard - 521 36th Ave., Tuscaloosa, AL (B)

Learner and/or type of work	Address	Weekly Hours
1. Eva Knox	10-A 5th Ct., Tuscaloosa, AL	
2. Isiah Eads	21-A 5th Ct., Tuscaloosa, AL	

Volunteer - Mrs. H.D. Jones - 1611 Alaca Pl., Tuscaloosa, AL (W)

Learner and/or type of work	Address	Weekly Hours
Nettie Sheppard		

RIGHT TO READ FOR ADULTS
PARAPROFESSIONALS, VOLUNTEERS AND LEARNERS

Birmingham and Tuscaloosa
(cont.)

Volunteer - Maude L. Whatley - 920 21st Ave., Tuscaloosa, AL (B)

Learner and/or type of work	Address	Weekly Hours
1. Charity Barnes	2547 Fosters Ferry Rd., Tuscaloosa, AL	
2. Ora Carpenter	59 Washington Sq., Tuscaloosa	
3. Docia Daniel	4103 25th Pl., Tuscaloosa, AL	
4. Mary Price	4107 27th Pl., Tuscaloosa, AL	
5. Annie Rouser	4116 25th Pl., Tuscaloosa, AL	

APPENDIX G

VOLUNTEER AND PARAPROFESSIONAL INFORMATION FORMS

ADULT BASIC EDUCATION - RIGHT TO READ PROJECT

Volunteer ______ Paraprofessional ______

Name ______ Date ______ Phone ______

Address ______

Race ______ Date of Birth ______

Available Time ______

______

Final Commitment ______

______

Comments ______

______

ADULT BASIC EDUCATION - RIGHT TO READ PROJECT

RECRUITER'S INFORMATION CARD

Name ______ Date ______ Phone ______

Address ______

Male ____ Female ____ Married ____ Single ____ White ____ Black ____ Other ____

Age: 18-30 ____ 31-45 ____ 46-60 ____ Over 60 ____

Special Interest: Church ____ Club ____ Other ____ Transportation ______

Employment Status ______ Grade Completed in School ______

Did Recruitee Enroll in ABE? Yes ___ No ___ Enrolled Before ? Yes ___ No ___

Follow-Up: Refer To ______ Call Again ______

Learner Available for Instruction: Day ______ Time ______

In Home ______ Class ______

Recruiter's Name ______

APPENDIX H

MID-YEAR PUBLICITY BROCHURE

PROGRAM

ALABAMA
RIGHT TO READ FOR ADULTS EFFORT

A SUMMARY

RESULTS

Alabama State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36109
(205) 832-5864 or 832-5865

APPENDIX I

SAMPLE PUBLICITY FLIER

CLIP AND COME

FREE

FREE

VALUABLE COUPON

FREE

ADULT EDUCATION CLASSES

FREE

FREE

FOR INFORMATION CALL

727-1600

SPONSORED BY

MACON COUNTY BOARD OF EDUCATION AND
ADULT BASIC EDUCATION - RIGHT TO READ PROGRAM

APPENDIX J

SAMPLE CASE STUDIES

CASE STUDY - JEFFERSON COUNTY

Mr. H is a 34 year old white male who has been in the Right to Read for Adults program since November 1974. Mr. H's wife saw the area supervisor on a television program and called her. She explained that Mr. H had been to the fifth grade in school but did not learn to read because of illness. Mr. and Mrs. H have five children, all of whom are in school. Mr. H. was, at the time of enrollment in the program, sick and unable to work at his regular job at the chipper mill.

Are supervisor talked with Mr. H and he definitely expressed a desire to learn to read. He had confided in his supervisor regarding his deficiency. His supervisor had encouraged him to make every effort to learn to read. The supervisor discussed Mr. H's case with a volunteer, Ms. S, who is a retired teacher. She was most eager to begin. Ms. S began working with Mr. H in Skill Book I. Lessons were held twice a week in Mr. H's home.

As Mr. H's physical condition improved, he was able to return to work. His supervisor permitted him to go home at lunch for his reading lessons two days a week. He made up the time by working after hours on these days.

Ms. S continues to work with Mr. H. In February, he completed Skill Book II and his rate of progress has continued to improve. Mr. H is a most capable person. However, he told the supervisor that he would have never gone to an organized Adult Basic Education class becasue he was afraid he would see someone he knew. Mr. H was aware of Adult Basic Education classes, but did not want his peers to know that he could not read.

CASE STUDY - MONTGOMERY COUNTY

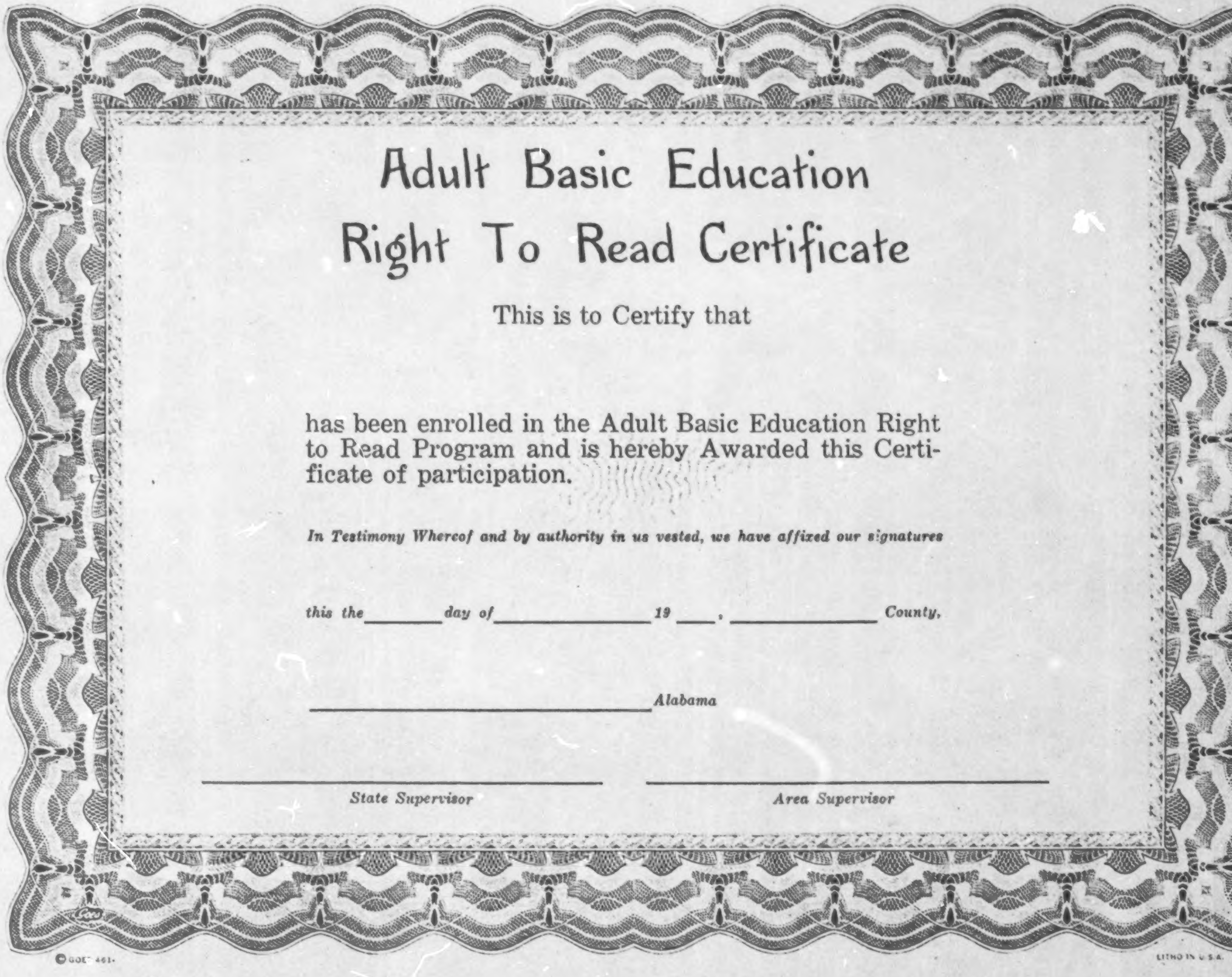
Miss D is a very withdrawn young lady. She is twenty-one years old. She lives with her grandmother, mother and older sister. She has never been employed and she receives income from welfare. Her grandmother, however, provides for her welfare.

Miss D has had unusually hard experiences throughout life. She was born in the rural area of Alabama and, at an early age, moved to Montgomery. Her mother, being a severly mentally retarted person, is unable to care for her as most mothers do. She is very withdrawn because her only contact is with her immediate family.

Miss D attended the public schools in Montgomery through the fourth grade. She stated that she was asked not to attend classes at her school the following year, but instead try to receive other help. She was too large and older than the other children in her class. She has not received any academic work in seven years until she became a client of Right to Read for Adults. She is now being tested for services in the Vocational Rehabilitation Center.

APPENDIX K

SAMPLE ENROLLEE AND VOLUNTEER CERTIFICATES



Adult Basic Education
Right To Read Certificate

This is to Certify that

has been enrolled in the Adult Basic Education Right to Read Program and is hereby Awarded this Certificate of participation.

In Testimony Whercof and by authority in us vested, we have affixed our signatures

this the ______ *day of* ______________ *19* ___ , ______________ *County,*

____________________________ *Alabama*

____________________________ ____________________________
State Supervisor *Area Supervisor*

© GOES 461

LITHO IN U.S.A.

Adult Basic Education
Right To Read Project
Certificate of Appreciation

This is to Certify that

____

Has exhibited outstanding services as a Volunteer in the Adult Basic Education Right To Read Project and is hereby Awarded this Certificate of Appreciation.

Given at ____________ Alabama this ________ day of ________ 19___

____

State Supervisor

____

Area Supervisor

APPENDIX L

COPY OF DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE MEMO CHANGING BOOKLET FORMAT

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Mrs. Bobbie Walden, Supervisor
ABE/Right to Read Project ([illegible] 74-176[illegible])

DATE: March 20, 1975

FROM : Project Officer
Division of Adult Education

SUBJECT: Request for Approval of Change in Recruitment and Retention Booklets Format

1. Concerning your March 7 request to combine the two booklets on recruiting and retaining Adult Basic Education students, this change does appear appropriate for both editorial and dissemination purposes.

2. Your request is therefore approved.

James Parker

James Parker

APPENDIX H

EXCERPT FROM ALABAMA STATE DEPARTMENT OF EDUCATION READING PROGRESS REPORT

ADULT BASIC EDUCATION – RIGHT TO READ

The Adult Basic Education (ABE) program in the Division of Instruction is designed to provide educational opportunities to adults who have not acquired the basic communication and computational skills. In the United States, approximately twenty-five million persons are estimated to be in need of remedial, basic education. However, only a small percentage of these persons actually participate in the Adult Basic Education program. In Alabama alone, there are 49,212 adults with no formal schooling and 202,536 adults with less than a fourth grade education. There is a need for better techniques to recruit more adults for Adult Basic Education programs.

The goal of the national Right to Read Program states, "By 1980, ninty-nine percent of the people in the United States sixteen years old and older, and ninty percent of the people under sixteen, will be functionally literate".

Based upon the premise that this goal could not be obtained without reaching the non-reading adult, the Alabama State Department of Education was funded for a special project coordinating Adult Basic Education and Right To Read to reach the Level I adults through door-to-door recruiting and home-based instruction. The Adult Basic Education program has found that the less education the adult has, the more difficult he is to recruit into the program. The less motivated and highly illiterates have not and will not avail themselves of the opportunity to learn to read through the traditional Adult Basic Education program.

Indigenous paraprofessionals and volunteers were used to recruit Level I adults into local Adult Basic Education programs. Adults who couldn't or wouldn't attend the regular ABE classes were furnished a home-based instructor.

- The Adult Basic Education – Right to Read Project is now working with 256 home-based adult learners. The project called for working with 100 adults. That number has more than doubled. Ninety-five percent of the adults could not read or write. All adult learners are now able to write their names and read. The following gives a breakdown by levels:

40% reading in Book 1
30% reading in Book 2
10% reading in Book 3
10% reading in Book 4
10% reading in Book 5

- Many supplementary materials are also being used with the adults. One of the area supervisors is developing reading games to be used with the learners.

- There are now sixty-five volunteers working regularly in the program. The proposal called for using forty volunteers. Work with the volunteers has proved very successful. Volunteers are doing home-based instruction and are also working in regular Adult Basic Education classes, teaching in learning centers in Montgomery and Birmingham and recruiting for the program.

- The two area supervisors continue to have weekly, hour-and-a-half, inservice sessions with the paraprofessionals. They are also going with the paraprofessionals into the homes on a regular basis and visiting regular Adult Basic Education classes in the evenings in order to make comparisions between home-based and class-centered instruction.

- Twenty part-time paraprofessionals are employed. The distribution is as follows: 6 in Birmingham; 4 in Tuscaloosa; 4 in Phenix City; 2 in Tuskegee; and 4 in Montgomery.

- At present, paraprofessionals plan to work through May, 1975. The project is funded through June, 1975.

- On-site evaluations of projects are being conducted by specialists from Auburn University.

- A one-day workshop was held in Birmingham, conducted by a specialist, Mrs. Barbara Ashley, with the South Carolina State Department of Education, on **How to Use the Newspaper to Teach Reading.** Fifty-eight people attended. Volunteers, teachers, and paraprofessionals actually constructed reading modules that they could use with their learners.

- The media continues to be used to publicize the project and gain community support. Local and state supervisors were on the Dave Campbell Show in Birmingham from 9 p.m. to 12 midnight on February 25, 1975. The response from this program was very good. The area and state supervisors have spoken to some fifteen different groups during the last three months; appeared on four television programs; and had six articles in the newspaper, one of which was on the front page of the *Tuscaloosa News*.

- Since dissemination is a vital part of this project, the state supervisor conducted a two-day workshop on training volunteers to recruit and do home-based instruction in Cookville, Tennessee, on March 4-5, 1975. Some sixty-five volunteers attended the training sessions.
- A brochure telling about the project has been written. Copies of the brochure were sent to the program office in Washington. They were so pleased that they requested that copies be sent to the fifty State Directors of Adult Education and other regional program officers.
- Work is continuing on the booklet, *Recruitment and Retention of the Adult Learner*. It should be ready to go to the printer by the end of April.

APPENDIX N

EVALUATION INSTRUMENT

PLANNING AND PROCESS EVALUATION WORKSHEET FOR PROGRAMS IN ADULT BASIC EDUCATION

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision	1. A Program Director has been appointed. He is provided adequate time and has been delegated sufficient authority to discharge his duties	a. Full-time assignment appropriate b. Scope of responsibility limited to a "manageable component" c. If assignment is part-time, other duties do not conflict d. Lines of authority are clearly established								
	2. The Director has attended appropriate formal inservice training programs									
	3. The Director is operating under specific and well defined guidelines for management of the Program	a. Duties, responsibilities, and authority are specified b. Responsibility for hiring personnel and recruiting volunteers is delineated								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	4. The Local Advisory Commission has been established as a functioning and viable agency	a. Representation is from a cross section of the community b. Channels for Commission input to the Program and for the Program feed-back to the Commission are well established								
	5. Communication is sustained on a professional level between the Director and those involved in the Program	a. Formal communications procedures are established b. Committees, staff meetings, and conferences, written policy, etc. are used								
	6. The Project and Program staff size is sufficient and is properly specialized									
	7. Other community, State and Federal agencies that may assist with the Program have been contacted and means established to coordinate efforts	a. Agencies such as Pensions and Security, RSVP, Health Department, State Employment Office, Extension Services, etc. have been contacted to determine what areas of mutual benefit exist								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	7. Other community, State and Federal agencies that may assist with the Program have been contacted and means established to coordinate efforts (con't)	b. Methods have been devised to provide cross-servicing with a view toward increasing the effectiveness of the Program								
	8. Responsibility has been assigned for the coordination of the total Programs within the local school system and with the State Department of Education									
	9. Responsibility has been assigned for final decision-making authority within the local Program									
	10. There is an established and continuing system for recruitment of volunteers into the Program	a. Responsibility is assigned b. The Program is on-going and not sporadic c. Effort is made to recruit from all segments of the community d. Retention of volunteers in the Program is at an optimum level								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	11. A positive and active program has been established for recruitment of learners into the Program	a. Efforts are directed toward all segments of the community b. The purpose and benefit of the Program are well publicized c. Specific responsibility has been assigned								
	12. There is preplanned and formalized training for personnel involved in the Program	a. Professional and paraprofessional personnel have educational competence or are provided with adequate levels of training b. Information on purposes, methods, techniques, and responsibilities is provided to volunteer personnel c. Training includes: 1. How to teach reading to Level I adults 2. How to recruit adults 3. Characteristics of the adult learner 4. How to retain the adult learner in class								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	12. There is preplanned and formalized training for personnel involved in the Program (continued)	d. The materials used for training of paraprofessionals and volunteers are effective in translating the needs of the learner to them e. The training is of a caliber to motivate and retain volunteers and paraprofessionals in the Program								
	13. Inservice training is being carried out	a. Records of attendance and progress of each individual is current								
	14. In addition to inservice training sponsored by the Program teachers participate in professional growth activities	a. Extension or resident college classes b. Professional organization membership and participation								
	15. Teacher loads are adjusted to levels which allow for preparation individualization and curriculum development	a. Supplementary preparation by volunteers and aides b. Time allocated for preparation								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
A. Administration and Supervision (continued)	16. Required external reports and administrative procedures are being carried out promptly and accurately	a. Reports kept to minimum								
	17. Internal reports and administrative procedures are adequate for requirements	a. An excess of internal reports and administrative actions is avoided b. Those reports and procedures that are generated are in fact used to assist in maintenance and improvement of the Program								
	18. There is a process of continuing self-evaluation to determine if the Program is functioning effectively and meeting the needs of the community and the learner	a. Specified period allocated for this purpose b. Program strives to identify and respond to critical incidents in meeting immediate needs of learner								
	19. There are frequent and continuing visits by administrative and staff personnel to on-sight activities	a. Considered normal function								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
C. Public Relations	20. Public and private media are used to promote the Program and acquaint potential volunteers and learners with the availability and need for the Program	a. Radio and T.V. public service announcement are used b. Published media including newspapers, business and civic clubs, publications, etc. are used								
	21. Publications such as "How to Successfully Recruit the Young Level I Adult Male," and "How to Retain Adult Learners" are used and given wide distribution									
	22. Service clubs have been recruited into support for the Program	a. Local supervisors should contact clubs as part of promotion								
	23. Publicity efforts are so scructured as to reach all segments of the community	a. Different techniques and means are used which target specific portions of the population b. Use of the various techniques are balanced in order to provide coverage of the entire community								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
B. Public Relations (continued)	24. Progress reports are provided to community activities and individuals who have provided support for the Program									
	25. Public news media is provided with promotional material and progress reports on a planned, frequently scheduled basis. These are promulgated by the news media	a. Invitations to classes should be given media personnel								
	26. Letters or other information are provided to key local government personnel and business leaders to personally advise them of the purpose and progress of the Program									
	27. A satisfactory number of volunteer workers and learners have been recruited into the Program	a. There are enough volunteers available to meet goals								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
B. Public Relations (continued)	27. A satisfactory number of volunteer workers and learners have been recruited into the Program (continued)	b. There are sufficient learners in the Program to saturate resources c. Volunteers and learners are from a cross section of the community and are proportionally representative of the needs in each segment								
	28. A "scrapbook" is maintained in order to follow the growth of the Program	a. Several copies should be available for promotional purposes								
C. Curriculum	29. Effective use is made of the Career Decision-Making Model for adults who are seeking employment	a. The process is efficient with Level I adults b. The process is efficient with Level II adults c. The Career Decision-Making Model is being used with appropriate frequency								
	30. An evaluative instrument is used in developing an individualized course of study for each individual	a. The Adult Basic Education Test or similar instrument is used b. The instrument is efficiently used in diagnosing the needs of the learner								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
C. Curriculum (continued)	30. An evaluative instrument is used in developing an individualized course of study for each individual (continued)	c. Instructors are efficient in prescribing an effective course of study as a result of the needs indicated by the instrument d. The learner's rate of progression, as shown by the pre- and post-evaluation scores of the instrument, are considered adequate								
	31. Subjective judgment of the instructor is used in developing an individualized course of study for each individual	a. Results of subjective evaluation are considered adequate in diagnosing the needs of the learner b. Use of subjective evaluation is considered efficient in prescribing for the deficiencies of the learner c. The course of study that was prescribed for the learner as a result of subjective evaluation is considered effective								

Function	Appraisal Factor	Essential Points	Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	Findings and Stipulations
			X	0	1	2	3	4	5	
C. Curriculum (continued)	32. There is a balance between the use of evaluative instruments and subjective judgment of the instructor	a. The course of study is relevant enough to retain the learner								
	33. Adult Career Task Modules are effectively and meaningfully used	a. The modules are used with appropriate frequency b. The learner liked the approach and felt that it was useful to him c. Use of the modules aided in retention of the learner in the Program								
	34. The learner is able to move from a home-based to a class-based learning situation with no disruption in his individualized learning program									
D. Instruction	35. The instructors are meeting the needs of the learners	a. The instructor, working together with the learner has diagnosed the deficiency of the learner and has prescribed a creative program which is effectively overcoming the deficiency								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
D. Instruction (continued)	36. Volunteers and paraprofessionals are effectively used in the learning situation	a. Use of such personnel, with whom the learner may more readily identify, is maximized								
		b. The training received by volunteer and paraprofessionals is carried over to the adult learner								
	37. Community resources and resource personnel are integrated into the learning situation	a. Community libraries are visited and used as a source of materials								
		b. Welfare offices, employment offices, etc. are called on to reinforce the indicated need for reading competence								
		c. Resource persons from industry are asked to participate in learning situations								
		d. Visits are made to vocational schools or other Programs to assist in preparing the learner for the world of work								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
D. Instruction (continued)	38. Selection of reading material provided learners is relevent, of appropriate level, and provides variety. Material of sufficient quantity is available	a. The instructor is familiar with the materials available b. Adequate materials are available so there is no delay in a learner receiving additional or new material c. The instructor provides guidance in material when needed								
	39. Multi-media materials are used where appropriate									
	40. Employment prospects of the community are considered in the Program	a. The learner is taught to read about and learn the skills for which there is a community need								
	41. There is an organized and systematic approach to the reading that is planned	a. Reading skills are being taught in an organized and sequential manner b. The learner is involved in helping to plan his reading program								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale X	Nonexistent 0	Ineffective 1	Needs Improvement 2	Acceptable 3	Commendable 4	Outstanding 5	
D. Instruction (continued)	42. Instruction is planned so that the learner is individually progressing at his maximum rate									
	43. There is a pattern of the learner developing a more positive attitude toward reading and progression in his capabilities	a. The learner remains in the Program until he has accomplished his goals b. Reading ability has improved as indicated by reading and comprehending increasingly c. The learner is reading more books, magazines, etc.; he reads more for "fun"								
	44. As a result of increased reading ability, the attitude of the learner has changed	a. Class attendance is more prompt and absences less frequent b. There are fewer home-based program absences								
E. Services Provided for the Learner	45. Provisions are made for obtaining information about learners	a. Records from previous schools or Programs are used b. Personal data questionnaires are completed c. Individual interviews are conducted d. Periodic ratings are made by instructors								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)	46. Provisions are made for the maintenance and use of information about learners	a. Forms are used which provide for accurate recording of data b. There is an accessible individual cumulative file c. Duplication, safe storage, and organization of files is appropriate d. Various applicable state forms are used								
	47. A comprehensive counseling program exists for the benefit of the learner	a. Each learner is counseled when entering the Program b. Selection and placement provides that learners are initially placed at the appropriate level c. Counseling provides for learner-teacher matching to provide a teacher who has a nature and approach which will most adequately develop the learner d. Periodic and frequent counseling is accomplished as the learner progresses through the Program								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)	47. A comprehensive counseling program exists for the benefit of the learner (continued)	e. Occupational, educational and vocational information is disseminated to individuals and groups f. Learners with special needs that can be served by other local, state or Civic Groups or agencies are appropriately referred g. Whenever possible, procedures require all dropouts be counseled prior to leaving the Program h. The dropout rate is reasonable and is continually being studied with alternate educational Programs and/or methods provided those not completing this Program i. Follow-up studies are made of both those that complete and those that drop out of the Program								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
E. Services Provided for the Learner (continued)	48. Learners are assisted in employment placement	a. Local state employment services offices are used b. Contacts have been made with local business and industry which disclose and develop employment opportunity								
	49. On completion of the Program, learners are advised of further educational opportunities and are assisted in enrolling									
F. Facilities	50. The classroom facilities have been reviewed and considered in creating the optimum learning environment	a. Use of school desks have been considered for desirable/undesirable effect in the Program b. Desirable/undesirable effects of the use of carrels have been reviewed, both for the class and on an individual basis c. Factors of noise, lighting, temperature, etc. are controlled at a desirable level								

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
F. Facilities (continued)	51. The facilities and general environment of the learner's home is known and considered in the learner's Program	a. Tables, chairs, etc. are of appropriate size and configuration b. Lighting is adequate c. A specific location has been set aside for work with the instructor and for the learner's self study d. The presence of children in the home has been reviewed for desirable/undesirable affects e. Cleanliness, orderliness etc. of the home have been considered f. Presence of other persons in the home has been considered								
	52. Community support in terms of space, equipment, and materials has been explored to provide for deficiencies									
	53. There are definitive plans to accommodate growth of the Program									

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
G. Evaluation	54. There are specific and definitive plans for evaluation and monitoring both home-based and class-based Programs	a. Plans define procedures, criteria, responsibility, reporting procedure and modification procedure necessary as a result of evaluation results b. Program objectives are clearly stated c. Funding is adequate to meet stated objectives d. Adjustments in the Program are made on the basis of evaluation criteria e. Modification and adjustments are directed toward the learner's needs								
	55. There is a continuing increase in the number of learners in the Program									
	56. There is a pattern of increasing numbers of learners moving from the home-based to the class-based Program									

Function	Appraisal Factor	Essential Points	Scale							Findings and Stipulations
			Scale	Nonexistent	Ineffective	Needs Improvement	Acceptable	Commendable	Outstanding	
			X	0	1	2	3	4	5	
G. Evaluation (continued)	57. There is a positive correlation between learners in the Program and continued attendance of their offspring or sibling in school	a. Correlation with learner in the home-based Program b. Correlation with learner in the class-based Program c. Correlation with learner who has moved from the home-based to the class-based Program								
	58. There is a recognizable pattern of one or more of the learner's family members entering educational Programs									
	59. The learner's progress is meeting established goals									
	60. The overall needs of the learner in reading improvement, self concept, and effectiveness as a member of the community are addressed and progress is satisfactory									

APPENDIX O

SAMPLE PROGRESS REPORTS OF ADULT BASIC EDUCATION RIGHT TO READ PROJECT

December 18, 1974

M E M O R A N D U M

TO: Dr. J. C. Blair, Director
Division of Instruction

FROM: Bobbie L. Walden, State Supervisor
Adult Basic Education - Right to Read Project

RE: Progress report of Adult Basic Education - Right to Read Project

The Adult Basic Education - Right to Read Project is now working with 229 home-based adult learners. (See attached sheets for lists of names.) We are ahead of the time schedule as set out in the project proposal. Home-based instruction was not scheduled to begin until January and we began teaching in the homes the first of October. Ninety-five percent of the adults with whom we are working could not read or write.

We have completed the second phase of our training for the paraprofessionals and volunteers. Mrs. Smith conducted a workshop in both Birmingham and Tuscaloosa. (Dr. Blair, this is the inservice that you attended in Birmingham.) Mrs. Hargrove has conducted workshops in Phenix City, Tuskegee and Montgomery. (See attached article.)

In all, we have planned and implemented sixteen workshops for paraprofessionals and volunteers. (See attached agendas.) At present, we have sixteen paraprofessionals working in the project. We have selected four more to be employed January 2, 1975. At present, we have sixty volunteers working with us. (See attached list.) After the holidays we are going to have a mass media campaign for additional volunteers.

The proposal called for 100 home-based learners and forty volunteers. Already, we have exceeded both of these. We have set a goal of 300 home-based learners and 100 volunteers.

On Wednesday, December 11, 1974, Dr. Bob Drake, with Auburn University, visited the program in Birmingham. Dr. Drake will be doing the outside evaluation for the project. We took him into four homes and he observed the paraprofessionals teaching the adults. (See attached pictures.) On January 8, 1975, he is scheduled to visit the program in Montgomery. His plans now are to visit each site twice. Attached is a copy of the planning and process evaluation worksheet that we have done for our project. Dr. Drake gave us the design and we did the function, appraisal factor and essential points as they relate to our Adult Basic Education - Right to Read Project.

We continue to use the media to publicize the project and gain community support. During November and December we have been on four television programs, had six newspaper articles written about our project, fifteen radio spot announcements and have spoken to ten community groups. We have attended five Adult Basic Education Area Workshops and spoken about the project. We are compiling a scrapbook of this information. In the five counties with which we are working, the program is becoming known and we are getting many inquiries about it.

Door-to-door recruitment has been done in Birmingham and Phenix City for the ongoing Adult Basic Education Program. Through this endeavor, seventy-five people have been recruited into the regular Adult Basic Education Program in Birmingham and sixty-five in Phenix City. Door-to-door recruitment is planned for Montgomery during the week of January 6, 1975 and in the Birmingham-Tarrant area on January 14, 1975. We have been working closely with the Adult Learning Center in Montgomery since it is new and they have asked for our assistance.

Throughout the five counties we are working with many agencies. Just a few are:

1. RSVP
2. Pensions and Security
3. Voluntary Action Center
4. Vocational Rehabilitation
5. Mental Health Association
6. Head Start Programs
7. Alabama Employment Office
8. Food Stamp Centers
9. Retired Teachers' Association
10. Local churches
11. Housing Authority
12. Church Women United
13. Womens' Clubs
14. Nutrition sites
15. Community schools
16. Regional Planning Commision
17. Community Action

Due to extensive publicity, we have had several other counties ask how they might get such a program for their community. Interest in the project has been very high.

In teaching reading to our adult learners, we are using the New Readers Press Skill Books as a basic work text. It is totally geared to adults. We are also using telephone books, newspapers, Cooperative Extension pamphlets, drivers license booklet application forms, individualized modules done by Auburn University, Gift books and the News for You paper that we leave in the home.

Mrs. Smith and Mrs. Hargrove do one to two hours of inservice training each week with their paraprofessionals. They are also going with the paraprofessionals into the homes on a regular basis. We are also visiting regular Adult Basic Education classes in the evenings in order to make comparisons between home-based and class-centered instruction, as well as to check on the recruitment factor.

A folder is being maintained on each learner. (See attached sheets.) We are using the progress tests that go with the skillbooks to measure achievement of the learner.

During January and February, I will be working on the dissemination aspect of the project. We have had input from our paraprofessionals and volunteers. (See attached sheet.) I will be writing two booklets, "How to Successfully Recruit the Young, Level I Adult Male" and "How to Retain Adult Learners".

We feel that the results that we are having thus far are very good. If you have any suggestions as to ways that we might improve, please let us know. I appreciate your interest and your guidance.

BLW/hra

cc: Dr. William C. Berryman
Dr. Clinton R. Owens
Mr. Norman O. Parker
Dr. John Shelton

ADULT BASIC EDUCATION - RIGHT TO READ PROJECT

(Operated by Alabama State Department of Education)

111 COLISEUM BOULEVARD ◇ MONTGOMERY, ALABAMA 36109

AREA CODE 205 PHONE 269-6548 OR 269-7278

Bobbie Walden
State Supervisor

Yvonne Hargrove
Jo Smith
Area Supervisors

April 1, 1975

MEMORANDUM

TO: Dr. J. C. Blair, Director
Division of Instruction

FROM: Bobbie L. Walden, State Supervisor
Adult Basic Education - Right to Read Project

RE: Progress Report of Adult Basic Education - Right to Read Project

The Adult Basic Education - Right to Read Project is now working with 256 home-based adult learners. (See attached sheets for updated lists of names.) If you remember, the project called for working with 100 adults. We have more than doubled that number. Ninety-five percent of the adults with whom we are working could not read or write. All of our adult learners are now able to write their name and read. The following gives a breakdown by levels:

40% reading in Book 1
30% reading in Book 2
10% reading in Book 3
10% reading in Book 4
10% reading in Book 5

Many supplementary materials are also being used with the adults. Mrs. Hargrove, one of our area supervisors, is developing reading games to be used with the learners.

We now have sixty-five volunteers working regularly in the program. The proposal called for using forty volunteers. Our work with the volunteers has proved very successful. We have volunteers doing home-based instruction. (See attached list with names of learners.) We also have volunteers working in regular Adult Basic Education Classes, teaching in learning centers in Montgomery and Birmingham and recruiting for us.

The two area supervisors continue to have weekly, hour-and-a-half, inservice sessions with the paraprofessionals. They are also going with the paraprofessionals into the homes on a regular basis. We are also visiting regular Adult Basic Education Classes in the evenings in order to make comparisions between home-based and class-centered instruction.

We now have twenty part-time paraprofessionals employed. The distribution is as follows:

6 in Birmingham
4 in Tuscaloosa

4 in Phenix City
2 in Tuskegee
4 in Montgomery

At present, we are planning for the paraprofessionals to work through May, 1975. The project is funded through June, 1975.

On February 20, 1975, Dr. Bob Drake with Auburn University visited the program in Tuscaloosa. Dr. Drake is doing the outside evaluation of the project. He will be doing an on-site evaluation in Phenix City on April 1, 1975.

On March 25, 1975, we had a one-day workshop in Birmingham. Mrs. Barbara Ashley, with the South Carolina State Department of Education, conducted the training session on How to Use the Newspaper to Teach Reading. We had fifty-eight people attend. We brought our paraprofessionals from Tuscaloosa, Montgomery and Tuskegee to participate. Volunteers, teachers and paraprofessionals actually constructed reading modules that they could use with their learners. (See attached newspaper article about the workshop.)

We continue to use the media to publicize the project and gain community support. On February 25, 1975, Dr. Smith, area supervisor, Mrs. Ruth Strong, Birmingham Right to Read Coordinator and myself were on the Dave Campbell Show in Birmingham from 9 p.m. to 12 midnight. The response from this program was very good. The area supervisors and myself have spoken to some fifteen different groups during the last three months, appeared on four television programs and had six articles in the newspaper, one of which was on the front page of the Tuscaloosa News.

Since dissemination is a vital part of our project, I conducted a two-day workshop on training volunteers to recruit and do home-based instruction in Cookville, Tennessee on March 4-5, 1975. Some sixty-five volunteers attended the training sessions.

We have written a brochure telling about the project. (See attached copy.) Copies of the brochure were sent to our program officer in Washington. They were so pleased that they called us requesting that we mail copies to the fifty State Directors of Adult Education and other regional program officers. Mr. Jim Parker in Washington said that it is very seldom that anything is published about a project until it is completed.

We are still working on our booklet, Recruitment and Retention of the Adult Learner. We hope that it will be ready to go to the printer by the end of April.

We feel that the results that we are having are very good. If you have any suggestions as to ways that we might improve, please let us know. We sincerely appreciate the support that you have given us.

BLW/hra

cc: Dr. LeRoy Brown
Dr. William C. Berryman
Dr. Clinton R. Owens
Mr. Norman O. Parker
Dr. John A. Shelton

APPENDIX P

COMMENTS FROM PARTICIPATING SUPERINTENDENTS

I. WHAT DO YOU FEEL WERE THE MAJOR STRENGTHS AND WEAKNESSES OF THIS PROJECT?

A. 1. Strengths: The major strength of the program was carrying it into the home and meeting the potential learner at his point of need. This was especially strong because it overcame one major drawback on the part of many adults. Many adults are hesitant to visit a learning center because they are reluctant to reveal their need for further education and training. This initial exposure to a learning situation is a hurdle that many potential learners just cannot find the necessary energy to get past.

However, once this reluctant potential student has overcome this seemingly insurmountable obstacle, he is on his way. He may then find that educational success feeds on itself.

2. Weaknesses: The program needs more promotional personnel. Although great use of volunteer personnel was made all during the period, we feel that more professional promotional personnel would enhance the recruitment phase.

B. 1. The Right to Read Project has been effective in Macon County School System. The major strengths were as follows:

a. Paraprofessionals were engaged in well planned workshops.

b. Volunteers were recruited and well trained for tutoring in the classroom as well as home based study.

c. Periodic coverage of the project by the news media.

d. Visitations be well qualified consultants for observations, workshops, and recommendations.

2. If the goal and objectives of the National Right to Read effort are to be realized by 1980, weaknesses in the following areas should be considered:

a. Assistance of more volunteers in the classrooms.

b. Input and financial support to local school systems.

c. More emphasis or impact on the Right to Read component in the school system.

d. Financial assistance to parent volunteers for baby sitting and transportation.

C. 1. Strengths

a. Availability of area supervisor to assist in the organization of the tutorial program

b. Use of individual tutors to assist participants within the home

c. Provisions for inservice training

(1) For project directors
(2) For tutors and aides
(3) Provision for consultant to assist in local inservice training

d. Support from local school system in providing release time for teachers to attend Right to Read workshops

2. Weaknesses

a. Lack of sufficient number of tutors in Adult Basic Education Program to establish and conduct tutorial centers or programs in major housing projects

b. Lack of full-time local Right to Read director to coordinate project activities as suggested by Right to Read guidelines

c. Lack of continuity in maintaining the program throughout the summer

D. 1. The strength of the program was the recruiting performed by Dr. Smith. Her "public relations" to the community was a tremendous asset to the total program.

2. The weakness involved her (Dr. Smith's) time. I would like to have spent more time with her discussing the programatic aspects and how they affect the total program development.

E. It has given those an opportunity to attend who would not otherwise attend. The program has served an excellent purpose.

F. 1. Strengths

a. Flexibility--The home based instructional approach is the only avenue to reach an isolated segment of the adult illiterate population.

b. The one to one ratio of teacher to learner is ideal for maximum progress in developing basic skills.

c. A warm and encouraging relationship can be established between learner and teacher.

d. Utilization of volunteers

2. Weaknesses

a. Were not able to motivate the volunteers in this particular area as highly as one would like to do.

b. I don't feel that this was because of inefficient recruitment and training methods but merely a lack of true commitment of the ones that volunteered to assist the program.

G. 1. Strengths

a. Offers support to school system based on Adult Basic Education program through recruiting efforts

b. Serves as an extension of our program to reach people in the home

2. Weaknesses

a. Too little time allotted to instructional activity on a one-to-one basis

b. Not enough resources to do the job required (Perhaps more inter-agency involvement would expand this effort.)

H. 1. Strengths

a. Recruiting volunteers

b. Recruiting learners for the Center

c. In a supportive capacity in aid to the new learning laboratory and structure

2. Weaknesses

a. Concentrated on the learning center and not on recruitment of students for the evening centers

II. WHAT ADMINISTRATIVE DIFFICULTIES DID YOU ENCOUNTER WITH THIS PROJECT?

A. It was necessary to use a disproportionate amount of administrative time in the recruitment of volunteers for the program. With the lessons learned from the first year of the program, we should be able to cut this administrative time down next year.

B. The State District Supervisor, Mrs. Yvonne Hargrove, performed the administrative responsibilities of this project. Our administrative staff and I were happy to provide physical facilities, observations and recommendations for the effective implementation of this project.

C. 1. More detailed job description for Right to Read personnel

   2. Difficulty was experienced in attempting to meet needs of the community due to the lack of a full-time Right to Read director and the limited number of tutors

   3. Lack of funds to purchase instructional materials

D. Primary difficulty involved follow-up. I was unable to gain the knowledge as detailed as I would have liked because of the time element of the supervisor, and the fact that ours is a small system with a small administrative staff and a few share the load of many.

E. We have not encountered any difficulties we have not been able to handle.

F. None

G. Don't have administrative responsibility, therefore, has posed no problems for me.

H. We experienced no administrative difficulties with the project.

III. WHAT RELATIVE IMPACT DO YOU FEEL THIS PROJECT HAS HAD IN YOUR SCHOOL SYSTEM?

A. Our Adult Education Center has worked closely with Right to Read. The center has in turn shared in the benefits that the program produced in the community. Enrollment at the center increased 35 percent in the day classes and some 28 percent in the night classes. Many of the Right to Read learners enrolled in the center classes after completing the experiences offered by the in-home efforts of Right to Read.

The program helped to enhance and improve the positive image of public education in Phenix City. As volunteers went into the homes of persons in the city, they brought a positive message of public education in general to those adults talked to.

Each learner served by Right to Read has become a very valuable public relations medium for public education. As the learner begins to benefit from this public education instrument, he also begins to form more positive opinions and attitudes toward public education.

B. In the Macon County Schools, we are continuing to involve as many parents in the total program as possible. This project has made an additional impact in the area of parental involvement. The training of parents as volunteers and participation in home study as well as Adult Basic Education classes has been am important step for many parents.

Hopefully, this will able more parents to give assistance to their children in the home.

C. The project has indirectly influenced those students having parents who participated in the program. Parents who learned to read were in a better position to help and encourage their children with reading and related activities.

Right to Read inservice activities have enhanced teacher competency through making teachers cognizant of more effective instructional techniques.

D. The awareness by the public has been greatly enhanced by the excellent public relations and dissemination resulting from this project.

E. It has raised the basic skills level of some who participated in the program.

F. There were adults reached that would not have attended the regular Adult Basic Education classes. After reading the evaluation report of the total number of adults reached, it was gratifying to me that a first year program could penetrate into the "hard core" area and accomplish the goals that were established for the program.

G. Majority of programs were in the Birmingham school districts. Because of the geographic area encompassed in the Jeff co-ed district, very little impact occurred in terms of community involvement in our district.

H. It focused an interest on Right to Read for adults and provided home-based instruction. This filled a void in our community that we would not have filled up until this time. We started from zero and went to approximately 50 people at this time.

IV. WHEN THIS PROJECT IS NO LONGER FEDERALLY FUNDED, WHAT ACTIVITIES OR PHASES OF THE PROJECT DO YOU ANTICIPATE KEEPING?

A. The Phenix City Board of Education has had some type of adult education (Smith-Hughes or local) since 1956. If our Adult Basic Education and Right to Read were no longer federally funded, we would utilize the volunteer recruitment apparatus for our own program.

B. If federal funds are no longer available, we anticipate keeping the volunteer phase of the project. However, the status of local educational funds will not permit me to make any plans or commitments in this area at this particular time.

C. Inservice training for teachers will continue in as much as this has always been an important component of the Tuscaloosa City School System.

It is hoped that volunteers will continue to serve as tutors for parents who have been identified by the housing authority and other agencies as needing help in learning to read.

D. Public relations and dissemination and recruitment.

E. This will have to be a decision of the superintendent.

F. Volunteer recruitment and training format and procedures.

G. Recruiting activities.

H. We would hope to continue the utilization of the volunteers in the Adult Basic Education program. If in the future any other funds should become available, we would be interested. We do coordinate other educational programs with Right to Read program for adults.

V. WHAT CHANGES WOULD YOU MAKE IF YOU WERE STARTING AGAIN?

A. I would work during the summer months with public relations and recruitment so that "Right to Read" would be ready to go at the beginning of school.

B. It is suggested that the following changes be made if project was started again:

--Involvement of more rural parents in volunteer training sessions.
--Financial assistance to parent volunteers for transportation and baby sitting employment of more paraprofessionals.
--Employment of county supervisor in each participating school system.
--Exploration of other methods and/or techniques of recruiting and retaining Level 1 adults.

Recommendation

1. Technique:

   a. Determine areas of communication in which parents have difficulty, and help them solve problems by meeting their needs.

   b. Example: Keeping a bank account, filling out forms, applications, tax, medicaid/medicare, checks, etc.

2. Stipends--maybe for incentive

3. Parents teach pre-schoolers in their community

C. 1. Request for more funds for local in-service activities.

2. Encourage more volunteers through making needs known to local clubs and volunteer agencies.

D. Since our area is adjacent to the city of Birmingham, it was difficult to schedule personnel's time for home-based instruction; therefore, I would suggest a more careful consideration given to the need for paraprofessionals utilized as home-based instructors.

E. Run the program all year round.

F. None

G. None

H. The success of the program to this point indicated that the procedures used were correct.

VI. HOW DO YOU FEEL THE PROJECT WAS ACCEPTED BY THE COMMUNITY, TEACHERS, AND STUDENTS?

A. Most favorable.

B. The project was well accepted by the community, teachers, and students. The acceptance was evident by the involvement of the community. The mayor as well as other civic and volunteer groups were cooperative. Coordination of the Adult Basic Education teachers and students with Right to Read was very effective. The recruitment of students for the ABE classes by the Right to Read staff gave a boost to the ABE enrollment of our system.

C. 1. The Right to Read project has been well accepted by people in the community who have been associated with the project. There is need, however, for more extensive involvement of the community.

2. Teachers within the school system have responded well to in-service activities provided by the project, however, many have expressed concern that funds were not available through Right to Read for the purchase of instructional materials to implement the program.

3. Students who participated continuously in the Adult Basic Education Program accepted the program readily with sincere interest. Additional students sought help at the close of the

school term, thus, it would have been to their advantage for the project to continue during the summer.

D. Excellent

E. Well received

F. The adult teachers were extremely concerned about the program and results accomplished were evident in the retention rate of learners.

G. Well received by those involved.

H. Excellent. The interest of the media and community leaders has been one of appreciation for this opportunity.

APPENDIX Q

SAMPLES OF INDIVIDUALIZED EDUCATIONAL PROGRAMS

ABE - RIGHT TO READ PROGRAM
INDIVIDUALIZED EDUCATIONAL PROGRAM
(KEEP IN LEARNER'S FOLDER)

NAME ______________________ DATE 9-19-74

PURPOSE Learn basic Communication skill to function in Daily living

ATERIAL	ORDER	TIME	GOALS
Skill Book 1	Skill book I Supplement	8 Week	Improve Self Confident
Telephone Directory	by practice Writing	8 Weeks	Increase Vocabulary.
New media	Radio T.V. Newspaper	6 Weeks	Read Newspaper.
Gift - Blue	Communication Skill	3 Week	Learning who to call
Gift - Red	Family Record and		in case of emergenci
Bus Schedule	Business Papers (page 19) ②		To get periodic Check u
ational University Alabam	Good Health practic (page 27)		planning Better Meal
asic Adult Education	meal planning	4 Week	To assist the learner in
orm	when, How where		becoming aware of the
Flash Cards	to catch bus,		importance of Keeping fami
New for you	Money management (page 34 R		Records and business
ing Dictionary	Voting (page 56) ②		forms.
Bible			Reading the Bible

PERMANENT RECORD CARD - RIGHT TO READ PROJECT

(To be completed by teacher and kept on file in school)

Mr.
Mrs.
1. Name of learner Miss ________ Social Security No. ________ Date of Birth ________

2. Address ________ City Birmingham Zip 35207

3. Martial Status ( ) Married ( ) Single ( ) Widowed (X) Divorced ( ) Separated

4. Sex ( ) Male (X) Female 5. Race ( ) White (X) Negro ( ) Other

6. Age ( ) 16-24 ( )25-34 ( ) 35-44 (X) 45-54 ( ) 55-64 ( ) 65 & Over

7. Years lived in Alabama Life 8. Civic Organizations Church

9. Number of children 7 10. Number of children in school ________

1. Number of people living in home 2 12. Employed ( ) Yes (X) No

3. Public Assistance (X) Welfare ( ) Social Security ( ) ( ) OASI

4. Grade completed ______ Grade parents completed in school Mother ______ Father ______

5. Date of ABE enrollment 9-19-74 16. Entry Level ( ) I ( ) II

7. Date of re-entry ________ 18. Re-entry Level ( ) I ( ) II

19. Grade level evaluation at time learner entered class:
Reading _____ Writing _____ Arithmetic _____ Language _____ Non-reader X

20. Major reason for enrolling in ABE class ( ) Get a job ( ) Get a better job
(X) Self improvement (X) Social ( ) Other

--------------------(To be completed after separation of learner from ABE)--------------------

21. Completed Level ( ) I ( ) II ( ) GED 22. Found a new or better job ________
Secured a job ________.

23. Separation from class:
1st Date ________ Reason ________ Teacher ________
2nd Date ________ Reason ________ Teacher ________

24. Number of weeks enrolled in class (1) ________ (2) ________

25. Final grade level evaluation (1st date)
Reading ________ Writing ________ Arithmetic ________ Language ________

Final grade level evaluation (2nd date)
Reading ________ Writing ________ Arithmetic ________ Language ________

26. Entered another training program:
Regular ABE ____ Vocational/Tech. ____ WIN ____ Manpower ______ Other ________

School ________ System ________

APPENDIX R

LETTERS FROM PROJECT DIRECTOR CONCERNING BOOKLET

ADULT BASIC EDUCATION - RIGHT TO READ PROJECT

(Operated by Alabama State Department of Education)

111 COLISEUM BOULEVARD ◇ MONTGOMERY, ALABAMA 36109

AREA CODE 205 PHONE 832-5864 OR 832-5865

Bobbie Walden
State Supervisor

Yvonne Hargrove
Jo Smith
Area Supervisors

June 30, 1975

MEMORANDUM

TO: State, Regional and National Leaders in Adult Education

FROM: Bobbie L. Walden, State Supervisor, Adult Basic Education - Right to Read Project

RE: "Recruitment and Retention of the Adult Learner"

This year the Alabama State Department of Education received a 309(b) grant to coordinate Adult Basic Education with Right to Read. One of the objectives of the project was to develop and disseminate the booklet, "Recruitment and Retention of the Adult Learner." We are enclosing a copy of the booklet for your information. If you would like additional copies, we will be happy to supply them as long as they last.

BLW/hra

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

LeRoy Brown
State Superintendent of Education

August 14, 1975

MEMORANDUM

TO: State, Regional and National Leaders in Adult Education

FROM: Bobbie L. Walden, State Supervisor, Adult Basic Education Special Project

RE: BOOKLET - RECRUITMENT AND RETENTION OF THE ADULT LEARNER

Due to the overwhelming demand for the booklet, Recruitment and Retention of the Adult Learner, our supply has been diminished. With the aid of Mr. Jim Parker from the United States Department of Health, Education and Welfare, Dr. George Spear with the Center for Resource Development in Adult Education at the University of Missouri, has agreed to do a second printing of the booklet. We hope the booklets will be ready for dissemination in September.

The number of copies you requested will be mailed to you upon completion of the second printing. However, if you need copies before these are available, you have my permission to duplicate the booklet as printed.

APPENDIX S

SAMPLE LETTERS TO PROJECT DIRECTOR REQUESTING ADDITIONAL BOOKLETS

NEWELL J. PAIRE
COMMISSIONER
ROBERT L. BRUNELLE
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTION
64 N. MAIN STREET
CONCORD, 03301

July 30, 1975

Mrs. Bobbie L. Walden
State Supervisor to Adult
Basic Education--Right to
Read Project
111 Coliseum Boulevard
Montgomery, AL 36109

Dear Bobbie:

Thank you for sending me a copy of "Recruitment and Retention of the Adult Learner" and congratulations for an OUTSTANDING ACCOMPLISHMENT. I'm so impressed by its practical content that I'd like to ask the favor--if possible for you to do so--of sending me 25 copies for distribution to local A.B.E. directors in New Hampshire.

Best wishes for continued success in the important work you're doing in Alabama.

Cordially,

John E. Sideris

John E. Sideris
Consultant
Adult Basic Education

JES:dh

Los Angeles City Unified School District

DIVISION OF CAREER AND CONTINUING EDUCATION
ADULT BASIC EDUCATION PROGRAM
MARENGO CENTER
1200 CORNWELL STREET, LOS ANGELES, CALIFORNIA 90033
(213) [illegible] ROOM 103
625-6471

WILLIAM J. JOHNSTON
Superintendent of Schools

ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and Continuing Education

August 4, 1975

Ms. Bobbie L. Walden
Alabama State Dept. of Education
Division of Instruction
Adult Basic Education - Right to Read
111 Coliseum Blvd.
Montgomery, Alabama 36109

Dear Ms. Walden:

You are to be congratulated on the completion of your booklet "Recruitment and Retention of the Adult Learner". It is well written, informative, and most of all, relevant.

Our Adult Basic Education Program has a definite need for at least one hundred copies.

Your assistance in helping me secure them will be most appreciated.

Sincerely,

Lonnie D. Farrell

Lonnie D. Farrell
Advisor
Adult Basic Education Program

ars